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AUTHOR Thornton, Russell G.
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ABSTRACT

Initial entry into school is the first of several major transitions individuals must make as they progress through the social life cycle of American society. It also marks the first time they encounter to any appreciable extent an organizational context. As such, an analysis of children's transition into school is a unique opportunity to examine both the processes of individual's adjustment and adaptation to new social context and their first extensive encounter with an organization. This report discusses the research literature related to this topic and develops a theoretical framework for examining the processes of adjustment and adaptation as they are influenced by the role requirements placed upon children by the school setting, the structural properties of the school, the characteristics (personalities) of the children themselves, and the web of social relationships the children are involved in both in and out of school. A research design and schedule based on the framework is described; and six research instruments developed for carrying out the study are reproduced in the appendices to the report. (Author/KBW)

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Final Report

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Russell G. Thornton
Graduate Program in the Sociology of Education
Graduate School of Education
University of Pennsylvania
Philadelphia, Pennsylvania 19104

THE ADAPTATION OF CHILDREN TO THE ORGANIZATIONAL CONTEXT OF THE SCHOOL: THE DEVELOPMENT OF A PROPOSED SOCIOLOGICAL INQUIRY

August 1972

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U.S. Department of Health, Education, and Welfare
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Russell G. Thornton
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University of Pennsylvania
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U.S. Department of Health, Education, and Welfare
Office of Education
National Center for Educational Research and Development

Preface

The purpose of the grant from the U.S. Office of Education of which this document is the final report was to develop the research instruments and strategies for a study of the adjustment and adaptation of children to the organizational context of the school. Thus the report is not of the study itself, but of the development of a proposed study, hopefully to be started in the near future.

Abstract

Initial entry into school is the first of several major transitions individuals must make as they progress through the social life cycle of American society. It also marks the first time they encounter to any appreciable extent an organizational context. As such, an analysis of children's transition into school is a unique opportunity to examine both the processes of individuals' adjustment and adaptation to new social contexts and their first extensive encounter with an organization. This final report is on the development of the research instruments and procedures for such a study.

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Chapter 1. Introduction

The life cycle of individuals in American Society is characterized by movement in and out of a myriad of social settings. Particularly crucial transitions that require major adjustment occur at specific intervals that are initially linked to age status in childhood. Entry into school is typically the first of these crucial transitions. The school is also generally the first formal organization the child confronts to any large extent over an extended period of time, and, as such, it presents him with novel overt and subtle demands which, because of the school's importance as an agency of socialization in our society, are backed by diverse and powerful sanctions. Although many children are introduced to religious instruction at a "pre-school" age, the extent of interaction with the church is usually limited to a nursery or Sunday school program an hour or two one day each week. It is primarily upon entering the school that the child must first adjust to an extensive involvement in a formal organization and to a structured organizational routine that continues day after day.

The importance of this adjustment is twofold. First, since the child's success in school is a primary basis of later role allocation, and attendance until the mid-teens is compulsory, initial adjustment to school may "set the tone" for an entire future educational career, and, hence latter occupational attainment as well. Second, since twentieth century American society is characterized by a predominance of large complex formal structures, many of a person's activities throughout life occur either as a participant in or in interaction with these organizations. Initial experiences in school may govern the extent and quality of this later involvement and interaction, as an important feature of schooling involves socialization into an organizational context.[1]

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[1] It should also be pointed out that many contemporary social problems facing our society can be viewed in the context of the relations of individuals and groups to organizations. Much of the alienation of modern urban man may be the result of human inabilities to deal with bureaucratic organizations, and the alienation in the ghetto may be partially due to "unresponsive" governmental bureaucracies. The plight of both the upper and lower level executive being transformed by the company is typical. The wide-spread dissent on our college campuses, and to a lesser entent in our high schools, can be viewed as attempts to restructure organizations. This indicates additional importance for the research topic.

Entry into school may also be a transition that is more difficult from others individuals undergo at other points in time because of dramatic differences between the previously experienced social context of the family and the new social context of the school. The typical person must make later transitions within the educational system (e.g., from an elementary to a secondary school and, often, from there to a college or a university), from one type of organization to another (e.g., from a school to a company, or from one company to another), and out of an organization (e.g., from a school to family life or from a work organization to family life), but typically these transitions will not involve as large an adjustment in social context as is required in the transition from family to school.

Thus the topic seems to be of key importance to understanding how individuals adjust to new social contexts and how they are socialized into organizational settings. It is also crucial to an understanding of the functioning of the school as a major agency of socialization in our society, and, thus, the adult social behavior of individuals. Unfortunately, it is a topic that has not been systematically approached in the literature. A partial explanation of this neglect may lie in the depth of the problems it presents. A thorough treatment of the topic entails the interaction of variables spanning many disciplines, on several different levels of analysis: adjustment behavior, learning processes, attitudes, motivation, social and organizational structure, individual personality needs, and socialization requirements and practices.

The research project reported here is the first step for a thorough and systematic examination of this crucial topic. Three basic objectives were to be accomplished. The first was the formulation of a general theoretical-conceptual orientation for an examination of children's adjustment to the organizational context of the school. Included here was the establishment of specific research questions to be answered and to guide the research methodology. The second objective was to develop a series of research instruments to be used to collect information pertinent to the research questions and general orientation of the study. The third and final objective was to devise concrete research procedures whereby the desired information would be collected, and methods of analysis suggested.

The procedures and results pursuant to these objectives are reported here as follows. Chapter 2 of the report is devoted to a consideration of adjustment and adaptation. Chapter 3 contains an examination of existing research and thought bearing on the general topic of study. Chapter 4 contains ideas on the adjustment and adaptation of children to school, and specifies the research objectives. Chapter 5 is devoted to the development of the research instruments, strategies of data collection, and projected procedures of data analysis. Chapter 6 is a conclusion to the report.

Chapter 2. Psychological and Social Adjustment to School

As a basis for the consideration of the topic of the adjustment of children to the organizational context of the school, it is necessary to deal with the complexities of contemporary views on adjustment and adaptation. It is only by first arriving at a thorough and rigorous conceptualization of these processes that one can then examine them as they pertain to individuals' entry into specific social contexts such as schools. This chapter is devoted to a treatment of these issues.

Conceptions of Adjustment and Adaptation

Conceptions of both adjustment and adaptation seem to have originated in biology (especially nineteenth century British biology) with Darwin's theories of the biological adaptation of a species to its environment through genetic mutations occurring over vast periods of time. Darwin's work served to generate interest throughout biology in the adaptation processes of individual organisms to their environments and in the mechanisms whereby it is accomplished. Hence the transition was made from considering the species as a whole and adaptation through evolution to considering individual members of a species and the ways in which they adapt to both minor and major changes in their individual environments. Their emphasis has been upon what might be called physiological adaptation; in other words, the innate responses of an organism to stimuli arising from fluctuations or other changes in the environment.

Students of human behavior, borrowing from biology, became interested in adjusting and adapting phenomena, and expanded them to include the cognitive, emotional, and social behavior of individual human organisms as well as their physiological responses and the physiological responses of less advanced forms of life. Despite this advantageous grouping of behavior, most work rests on rather limited conceptualizations of adjustment and adaptation as serial processes of motivation, thwarting, varied responses or exploratory behavior, and solution or tension-reduction. The basic model is a rather simple "stimulus-response" one, borrowed from biology with little consideration of possible differences between man and other forms of animal life: both are seen as much the same. This does not seem particularly erroneous when reflex or sensory adaptation is examined as in studies of the eyeblink or kneejerk, or the sensing of light, but to carry the view over to considerations of man's relationship with his social and cultural environments ignores many facets of this relationship, of man, and of the nature of social and cultural phenomena.

Many view adjustment as a relatively stable state of the personality in the environment, e.g., as in speaking of the "well-adjusted personality." In this instance, adjustment is framed in terms of the mental health of the individual, and is typically considered to result from a

process of self-alteration performed by the individual in response to and in order to meet environmental dictates and achieve a sense of harmony with the environment. (See, for example, Shaw and Ort, 1953:73; and Ansbacher and Ansbacher, 1954:154.)

Other considerations have, however, at least opened the possibility that adjustment may be reciprocal between the person and the environment, and is not only a process of self-alteration. For example, Symonds (1946:1) considers adjustment as a ". . . satisfactory relationship of an organism to its environment," and Sawrey and Telford (1967:9) assert that "While adjustment sometimes refers to a condition of static equilibrium between an organism and its surroundings, it also refers to the process of making changes within oneself and/or one's environment in order to achieve and maintain the optimum relationship between the two." A similar departure can be seen in Lazarus' (1961:18) statement that "adjustment consists of the psychological process by means of which the individual manages or copes with various demands or pressures. These demands ensue from both social pressures and from such socially-oriented needs as the desire for company, approval, and self-esteem.

From these three conceptions we are beginning to get a view of adjustment as a reciprocal arrangement between the person and his environment; e.g., a type of mutual modification.

One of the very basic shortcomings of the work on adjustment is the failure to give explicit attention to the larger setting or context within and to which adjustment and adaptation occur. The environment is often spoken of as a homogeneous, undifferentiated "something" external to the person to which he must adjust or adapt. As might be expected, those students of the topics more interested in man's social world do not fall into this trap.

Thomas' orientation toward the phenomenon of adjustment was that it consists of the purest form of social behavior; and thus the primary task of any social science is the study of human adjustment. Adjustment, for him, was not a mechanistic, cause and effect, stimulus and response process, but one dependent upon an ever changing situation and person (Volkart, 1951:4). Whereas many have spoken of adjustment to life in general and adaptation to specific stimuli, Thomas focused on them only in terms of specific, though complex, social situations. As he (Thomas, 1931:177) states, "A study of the concrete situations which the individual encounters, into which he is forced, or which he creates will disclose the character of his adaptive strivings and the processes of adjustment."[1]

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[1] From Thomas' perspective, the "concrete situation" includes both objective and subjective aspects. As he asserts,

> The total situation will always contain more or less subjective factors, and the behavior reaction can be studied only in connection with the whole context, i.e., the situation as it exists in verifiable, objective terms, and as it has seemed to exist in terms of the interested person. (Thomas and Thomas 1932:572).

Bringing the external situation even more directly into a consideration of adjustment and adaptation, Goffman distinguishes between primary and secondary adjustment in an organizational setting. Primary adjustment is said to occur when a person becomes "programmed" by a social setting so that "he gives and gets in an appropriate spirit what has been systematically planned for, whether this entails much or little of himself" (1961a:189). In contrast, a secondary adjustment is ". . . any habitual arrangement by which a member of an organization employs unauthorized means, or obtains unauthorized ends, or both, thus getting around the organization's assumptions as to what he should do and get and hence what he should be" (1961a:189).

In a study of how graduate students at an American university perceived and responded to their approaching Ph.D. exams, Mechanic attempts to formulate the processes of adaptation to stress within the context of group relationships. By "stress" Mechanic means any difficulties experienced by an individual as a result of perceived challenges, by "adaptation" he means ways in which the individual deals with his situation and his feelings aroused by it.[2] Important to this consideration is his orientation that people react to situations in terms of socially acquired ends and socially approved means available for realizing these ends. Indeed, social elements are so important that adaptive devices not recognized by the group as appropriate can produce problems greater than those they were designed to meet.[3]

In recent years, many behavioral scientists have been critical of the tension-reduction conceptualizations of adjustment and adaptation which seem to permeate the study of them and the underlying assumptions

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[2] He asserts, for example:

> . . . adaptation requires that the individual be able to bring means to bear so as to satisfactorily achieve some result, both in regard to his functioning and to his inner security (1962:211-212).

[3] Important to later considerations, Mechanic also offers some variables bearing on the ease of one's adjustment to a situation:

> The difficulty an individual experiences in a situation or his stress reaction to a situation is dependent on the extent to which means can or cannot easily be brought to bear in reversing the challenge, the extent to which the situation persists and demands attention (duration), and the individual's involvement in the situation (importance) (1962:210).

that the objective of all action is the restoration of tension-free rest and immediate happiness and security are always desirable, with trial, sacrifice, and risk always to be avoided. Indeed, Argyris' (1964) work on individuals in organizations posits a certain state of tension rather than a tension-free equilibrium as the outcome of adjustment. This tension arises from the basic incongruence between the individual and the organization and from a disparity always present between what has been achieved and what still ought to be accomplished. Goffman also seems to have attempted to get away from a tension-reduction conception of adjustment by locating the impetus for adjustment in encouragements to control the eventfulness of life (cf. 1967:174-175). Such attempts seem a significant step forward in the study of man in his contexts, and I shall draw upon this same line of thought in my formulations of adjustment and adaptation to follow and the extension of these concepts to an examination of children's entry into school.

To both summarize and extend the views on adjustment and adaptation which were presented, it seems that while the majority of the previous views on the topics are fairly similar, important variations are evident. Much of the work emphasizes the static qualities of adjustment and adaptation, i.e., adjustment and adaptation as states, while other emphasizes the dynamic qualities of the phenomena, i.e., adjustment and adaptation as processes. Then too, three different general referents of adjustment and adaptation were presented, though generally in a most implicit manner. They are viewed by some as being states of harmony (or efforts toward it) between the person and his environment. Here the processes would be characterized as series of self-alterations by the individual in order to meet environmental pressures and achieve a subsequent state of harmony with them. The processes have also been depicted as ones of modification in which mutual rearrangements by the individual and by the environment occur in order to achieve a mutually satisfactory complementary state. Both the individual and the environment adjust and/or adapt in such a view. A final conception of the topics, and one of a slightly different order, is that of correspondence. Here the emphasis is placed upon the establishment of a balance within the individual of behavior required by mental and/or physical needs and behavior required by environmental dictates. Successful adjustment and adaptation occur when the individual arrives at an at least initially stable balance between the pressures of the environment and what he psychologically needs or desires.

One can additionally see how different writers have given greater or lesser importance to the larger environment to which and in which adjustment and adaptation occur. As one would expect, Thomas, Goffman, and Mechanic devote greater attention to the setting or situation, and to the social factors producing adjustment and adaptation. The more "psychologically oriented" writers devoted attention to the setting as well, but mainly in terms of the person conforming to what it requires. Finally, there is the issue of the tension-reduction conception of adjustment held by many, but not all. This is especially important, both from the perspective of adjustment and adaptation as continuing processes, rather than states which, once achieved, are retained, and from the perspective of the motivational basis to them. Adjustment to school then becomes a continual process for the child, dependent upon an ever-changing school setting and personality.

Psychological and Social Adjustment

In order to make some sense out of all the views on adjustment and adaptation contained in the literature and adequately describe the child's extrance into school, it is necessary to distinguish between two types of adjustment, psychological and social. The basis of this distinction is contained in the above discussion where three separate conceptions of adjustment were delineated--harmony, modification, and correspondence. In actuality these three conceptions can be considered as two, since the distinction between the conceptions of adjustment as harmony and as modification is more empirical than definitional. Adjustment to any situation involves the process contained in the conception of adjustment as harmony, i.e., self-alteration by the person; but many situations are additionally characterized by modification where some change in the environment also occurs. Adjustment as a type of correspondence is of another order than the first two views, since it refers to the individual's justification of existing environmental demands, rather than a mutual modification of demands by the individual and the environment, or even self-alteration by the person in a quest for harmony.

In my distinction between the two types of adjustment, psychological adjustment is aligned with internal satisfactions, while social adjustment is aligned with overt behavior. I consider psychological adjustment to be an individual, mental phenomenon arrived at through an internal process whereby the person becomes able to adequately achieve congruity between his psychological needs and desires and his perceptions of and experiences encountered in any particular context with the final outcome being an experienced congruity between these. Social adjustment, in contrast, is a social behavioral phenomenon and is arrived at through a process whereby the person becomes able to adequately meet the expectations and demands he encounters in a particular context with the final stage being the performance or performances acceptable in that context.[4]

[4]Both types of adjustment refer to processes by which individuals become able to manage the environments in which they are located, and the demands the environments make on them. A prior and a subsequent state are always presupposed, though such states need not necessarily be well-defined; and the focus is upon being able to manage or handle the new

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[4] Others have also made related distinctions (cf. especially Phillips, 1968:2; and Ansbacher and Ansbacher, 1954:154), but with somewhat different types of emphasis than mine. Bennett and Nahemow have directly addressed the concept of social adjustment:

> The concept of social adjustment refers to fitting oneself into an ongoing social situation. It includes three component but independent processes: social integration, which refers to participation in activities and social interaction; evaluation, which includes the concept of morale insofar as it reflects on evaluation of the social environment; and conformity, which is behavior in accordance with social norms (1965:44).

state rather than a simple conformity to it. The relevant dimensions around which both types of adjustment are formulated are the demands made upon the person, the context in which they occur, and the mental states of the individual.

Children, as we shall see later, may exhibit a variety of techniques for coming to terms with the school. When such techniques are not ones approved by the school, the child himself, rather than the total situation producing these responses, is blamed and forced to change. Children entering school are also subject to considerable pressure to come to grips with the school setting as soon as possible. Unlike many situations in later social life, entry to school presents them with a situation which they must learn to handle quickly, and on the situation's terms.

The idea of "final state" formulated here does not necessarily imply a cessation of adjusting behavior, nor of tension; rather it is characterized by a levelling-off of adjustive activities, or the loose congealing of an adjustive orientation. Adjustment is always a continuous process. Means appropriate and successful at one point in time and in one particular social and psychological context may not be effective later. Few individuals are likely to be so sufficiently unified that present adjustment levels will continue to be totally satisfying for any long duration. Contexts change over time, requiring minor or major social adjustment, and also possibly psychological adjustment. Internal mental needs and desires in addition to perceptions and experiences also change, which may necessitate further psychological adjustment. This is particularly characteristic of children in school, as schooling typically involves a progression through different grade levels, each with its own unique features. Also, children are obviously maturing as schooling proceeds and different stages of maturation are characterized by different personality states and problems which may affect their adjustment to school. What children learn in school will also affect their relationship to it.

Intuitively it may seem that the above conceptions of social adjustment and psychological adjustment are in reality essentially the same, and separable only artificially. Mead viewed the relationship between social constructions and personality structure as reciprocal and organic since ". . . selves or personalities are constituted by their organized social relations to one another . . ." (1934:309). While it is true that in some instances the expression of these two types of adjustment can run parallel or fuse, there may be no relationship between them in a given individual. One may have a perfect psychological fit between himself and a situation, but not be able to manage the social requirements of it. Conversely, one may perform in ways acceptable in a situation, but psychologically he has not come to terms with it.[5]

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[5]Actually, other scholars have earlier recognized sets of behavior directly pertinent to social and psychological adjustment. For example, Parsons (1951:143-144) has discussed instrumental and expressive behavior as requisites for the functioning of systems, either cultural, social, or personal, and has previously indicated that these sets of behavior are components of both self-orientation and collectivity-orientation. Similarly, Maslow (1954:291) approached the distinction somewhat indirectly in his distinction between "striving" (doing, coping, achieving, trying, purposiveness) and "being-becoming" (existing, expressing, self-actualization). It must be

For the study of children in the school organization, this formulation suggests that both the child's ability and willingness to perform in accordance with what the school expects of him and his psychological reactions to this are of equal importance.. More often than not, however, the school shows little interest in anything other than the child's success at doing what he is supposed to do. The child's psychological reaction thus becomes irrelevant to the school.

Adjustment and Adaptation

Now it is possible to make a distinction between adjustment and adaptation. There seems to be a considerable degree of confusion in the existing literature as to differences in connotations between the terms. Much of the work in psychology deals with the physiological responses of the organism to external stimuli, and adaptation is the term used to describe the process of becoming accustomed to these stimuli: adjustment is not typically used to describe this process. Conversely, adjustment is the term more often used in psychology to describe the person in his social contexts; it is particularly used in conjunction with personality.[6] However, as I have indicated, some do interchange the terms adjustment and adaptation. Still others,make a sharp distinction between the two, the basis of which is often that adaptation involves an effectiveness on the part of the person in meeting the requirements of a particular social situation while adjustment does not (cf. Shaw and Ort, 1953:73).

Here I shall depart once again from existing views on adjustment and adaptation and posit a distinction between them which seems more important to an understanding of man in his contexts. In my view, both adaptation and adjustment are processes whereby individuals develop the capacity to manage or handle the social situations in which they find themselves, or achieve, or are assigned. Neither is simply a question of conforming to the requirements of the situation, or of modifying behavior to meet the situation, although both of these may be involved. The real referent of the terms is "developing the capacity to manage" the situation, in one way or another.

Adaptation, as distinct from adjustment, is in my view a possible final stage of adjustment where the individual internalizes the situation, its requirements, and his responses to specific or general demands.[7]

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emphasized, however, that while these are distinctions similar to the one I made in setting forth my separate types of adjustment, they are not directly analogous to mine, nor are they interchangeable.

[6] Allport, for example, states:

> Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment (1937:48).

[7] Rosenwald (1968:18) has expressed it in similar terms: adaptation is ". . . the encounter and mutual transformation of person and outer reality." Similarly, Goffman's (1961b:85-152) concept of "role distance" gets at the same thing.

A person can adjust to a new situation in the sense of being able to "manage it" without undergoing adaptation; but adaptation presupposes adjustment. One can view the two processes as being at opposite ends of a continuum, where the adjustment process leads toward adaptation, but does not always arrive there.[8]

Patterns to the Adjustment Process

Finally, adjustment to school (or to any other situation) as a process occurring over time can be viewed from the perspective of the particular "forms" or "patterns" it may take. Each of the following three patterns may occur in adjustment to school.

Pattern 1. Progressive adjustment. One form that the adjustment process may take is that of a relatively continuous progression. In this instance the child enters school and, from first involvement, commences on an orderly and continuous series of changes and modifications which eventually culminate in adjustment. The primary distinguishing characteristic of this pattern is its smoothness and continuity.

Pattern 2. Breakthrough adjustment: A second possible pattern is characterized by a major breakthrough (or series of breakthroughs). By this I mean that at some point after entering school the child makes a major change or re-orientation (or a series of them) after which his adjustment progresses. Previous to this, little progress has been made, but afterward adjustment is smoothly accomplished.

Pattern 3. Regressive adjustment. The final pattern of adjustment is characterized by a period (or periods) of substantial regression, which can occur either initially or after a period of progress. In the first instance the child enters school and is beset by troubles or deteriorations at the onset, but then is able to "pull himself up" and handle the situation. In the second instance, adjustment starts out on a similar pattern to that of progressive adjustment, but there then occurs a period of either regression or "leveling-off" soon afterwards followed by a further continuation of adjustment.

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[8] The distinction between both processes may be seen through a brief analysis of the authority connotations of the student-teacher relationship. In school, children are required to show deference to the teacher in her status as the holder of legitimate authority in the classroom. A child who has undergone a process of adaptation will defer because he sincerely feels deference toward the teacher's status; but a child who is only adjusted will defer only because it is an expected and assented-to aspect of their role relationship, irrespective of his attitude or personal feelings. In the classroom setting both these children are socially adjusted, and the child who has undergone adaptation may be psychologically adjusted too, but not necessarily so.

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Chapter 3. Individuals in Social Contexts: Some Prior Research and Thought

Although the previous chapter contained a discussion of the various conceptions of the topics of adjustment and adaptation as exist in the literature, virtually nothing was mentioned regarding the body of research and thought as to individuals in their social contexts. This work shall be examined here, as it will prove helpful as a background to the development of the theoretical and conceptual orientations for the study. However, as shall be seen, very little is actually known about the effects of social structures, especially formal organizational ones, on individuals and the processes and mechanisms whereby individuals adjust and adapt to them. Of perhaps more pertinence for the tasks here, very little of the past research on these topics has been from a sociological perspective, and even less has been focused directly on schools. There are, nevertheless, a few significant bodies of literature which can be utilized. These are organized below under the general headings of "Individuals in Organizations" and "Socialization and Adjustment."

Individuals in Organizations

There are several distinct bodies of literature under this general topic bearing, to various degrees, on the proposed research. They range from the adjustment of the personality to the organization through considerations of the work situation of professional employees to the effects of "institutionalization" on people.

Personality in the Organization

Research on personality in the organization has stressed differences between what organizations require and what the personality is able to give (or requires), with an emphasis on the assumption that there can be several paths to adaptation, the one chosen typically being viewed as a function of personality. The work in this area is typified by the efforts of Argyris to describe the impact of organizations on the personality and the ways in which individuals (primarily adults) adapt to an organizational context. (For examples of his work see Argyris, 1951a, 1951b, and 1969. For a related work see Merthus, 1962.)

Similarly, Levinson (cf. Levinson 1959; and Inkeles and Levinson, 1963) has considered the relationship between the personality and the organization, with a special focus on adaptation. But here the adaptation is a function of both the particular structural setting and the particular personality in question; e.g., he asserts, "Just as social structure presents massive forces which influence the individual from without toward certain forms of adaptation, so does personality present massive forces from within which lead him to select, create, and synthesize certain forms of adaptation rather than others" (Levinson, 1959: 177). For him, adaptation involves a personal role-definition which can range from passivity to hostility (cf. Levinson, 1959:175).

As insightful as their formulations may be, the work of Argyris and Levinson contains an implicit assumption that limits its usefulness in examining the adjustment of children to school. Their work assumes a well-developed and relatively stable personality for the individual entering the organization. Children, on their initial entry to school, probably do not possess such a stable and well-formed personality; and, in fact, one of the important contributions of the study proposed here will be to illustrate some of the ways schools influence the personality development of children.

Professionals in Organizations

An area of study within the general topic of individuals in organizations not directly concerned with personality is that of the involvement of professionals in organizations. Parsons (1947), Gouldner (1954), and Etzioni (1964) have each noted that there is a basic incompatibility between professionals and organizations relating to divergent authority patterns. And others have asserted that professionals who enter organizations are faced with an adaptation process whereby they must accommodate their professionalism to organizational routine and directives.[1] Thus, the central problem here seems to be the joint involvement in two divergent social structures, the profession and the organization; not the reconciliation of the personality with an organizational context.

This general topic is somewhat analogous to the child entering school, in that he is faced with joint involvement in two different structures, the family and the school. But whereas the work on professionals assumes an inability of the organizational professional to successfully operate in both systems (which may or may not be the case), there seems to be no reason to view the two structures of the school and the family as diametrically opposed, although clearly they are different. The child can be viewed as modifying his behavior depending on which structure he happens to be in at a particular time. In fact, such a view suggests an important problem to be considered in this research project: differences between the child's behavior in the school and the family.

Institutionalization

Another body of literature under the general rubric of individuals in organizations relates to the institutionalization of people. Research into this area stresses the process of initial adjustment on the part of those institutionalized, and, consequently, is directly relevant to the research proposed here.

Wheeler has examined procedures of pre-entry and entry into such socialization agencies as schools, mental hospitals, and prisons. He defines a crucial pre-entry problem facing such organizations as being how to increase the likelihood of success (for the person being institutionalized) through advance preparations. The importance of this is seen when

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[1] For a discussion of this adaptation see Vollmer (1966), Kornhauser (1962), Pelz and Andrews (1966), and Thornton (1970 and 1971).

he asserts, "Just as the first class of recruits to a new program may set the tone, so the initial adaptation and adjustment of a new recruit may influence his future career in the organization" (Wheeler, 1966:83). Typical, also, of entrance into these organizations is ". . . a high degree of shock and difficulty for recruits during the period of entry" (Wheeler, 1966:84). Perhaps because of this, there is frequently some period of trial or orientation in which the recruit "learns the ropes," so to speak, but in other instances this is absent.

In contrast to Wheeler's emphasis on the organization's perspective is that of Goffman and his focus on the person entering the institution. In Asylums (Goffman, 1961) he presents a quite vivid picture of the process of adaptation to a particular type of social situation. Four modes of adaptation to the mental asylum are described: 1) "situational withdrawal" in which there is a curtailment on interaction; 2) "intransigent line," or the refusing to cooperate; 3) "colonization" in which the person becomes satisfied with those few aspects of the outside world he has available, or 4) "conversion" whereby the person acts the role of the perfect inmate (Goffman, 1961:62-64).

Another emphasis in his work has been upon how the individual is coerced to behave in certain ways. For example, ". . . attendants in mental institutions may feel that if the new patient is sharply put in his place the first day on the ward and made to see who is boss, much future difficulty will be prevented" (Goffman, 1959:12).[2] Also characteristic of this situation is the deliberate attempt to "strip away" previous identities of new inmates, and then supply them with a new set, more conducive to control by the organization. The individual, from Goffman's perspective, reacts to these situations by giving a performance, that is an ". . . activity of an individual which occurs during a period marked by his continuous presence before a particular set of observers and which has some influence on the observers" (Goffman, 1959:22). Performances, however, can lead to a strong belief in what one is doing, e.g., the army recruit ". . . who initially follows army etiquette in order to avoid physical punishment and eventually comes to follow the rules so that his organization will not be shamed and his officers and fellow soldiers will respect him" (Goffman, 1959:20). To summarize, on encountering social situations, individuals are seen to elicit certain performances, which in turn may lead to a strong identification with both the situation and the performance.

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[2]On the same page of this work, Goffman quotes a teacher interview from Becker which illustrates the same type of thing in schools:

> You can't ever let them get the upper hand on you or you're through. So I start out tough. The first day I get a new class in, I let them know who's boss. . . You've got to start off tough, then you can ease up as you go along. If you start out easy-going, when you try to get tough, they'll just look at you and laugh (1952:459).

Work has also been done on the institutionalization of both children and adults in hospitals and other "total" institutions. Findings indicate that children in such contexts often withdraw from the situation by exhibiting passivity and apathy (cf. Provence and Lipton, 1962; and Friedsam and Dick, 1967). Sommer and Osmond's (1960) examination of studies of the effects of "total" institutions on individuals (especially mental hospitals) illustrates several common "institutional symptoms." These include the reduction of one's capacity to make decisions, have independent thoughts, and undertake independent actions; the enhanced importance of physical needs, and the decreased importance of social needs; estrangement from the outside world; and other forms of social and psychological damage. A general pattern has emerged from studies of the institutionalization of the aged showing that the mortality rate increases sharply after insitutionalization (cf. Aldrich, 1964; Camargo and Preston, 1945; Josephy, 1949; Mensh, 1963; and Whittier and Williams, 1956), even when age at admission and physical health are controlled (cf. Lieberman, 1961). These studies verify the severe "shock" that institutionalization may have on older persons. (Many argue that with old age comes a decreased general ability to adjust to new situations.)

Thus the general body of work on institutionalization contains many insights helpful to understanding children's adjustment to the organizational context of the school. The child entering school for the first time encounters a totally new situation with which he must cope (unless, of course, he has previously attended nursery school), and the extent to which he is able to do this will likely have strong implications for future performance in this context. Further, the school as an organization contains certain mechanisms whereby it shapes the child along certain lines. This also is an important area of study.

Socialization and Adjustment

Although socialization is typically thought of as something children go through in order to become full participants in society, the concept is as appropriate for other stages of the life cycle as for the first one. From a developmental point of view, socialization refers to the process whereby one acquires the personal and social qualities appropriate for the next stage of development (Inkeles, 1969). Hence it occurs at all stages of development. However, the more purely sociological usage of the concept is perhaps even broader and somewhat more pertinent to the research proposed here: socialization ". . . refers to the process whereby individuals acquire the personal system properties--the knowledge, skills, attitudes, values, needs and motivations, cognitive, affective and conative patterns--which shape their adaptation to the physical and socio-cultural setting in which they live" (Inkeles, 1969:615-616). Therefore, in this sense socialization is relevant to the adjustment to any new context in which a person may find himself.[3]

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[3] In addition to the scope of phenomena to which socialization is pertinent, it is also important to consider two separate elements involved in it. First, it is a process whereby certain characteristics are acquired; and second there is a final or end state to which someone has been socialized. (In this sense, it seems directly analogous to adjustment where one undergoes a process or series of changes when confronted with a new situation and at some point in time may become adjusted to that situation).

Positive and Negative Socialization[4]

An examination of the various usages and conceptions of socialization as contained in the literature reveals that there currently seems to exist a fairly high degree of consensus as what socialization constitutes (cf. Inkeles, 1969:615-616; Sewell, 1963:163; Elkin, 1960; Glidewell et al., 1966:222, Clausen, 1966:4; Brim, 1960:128; Child, 1954:655; and Aberle, 1961:387), although different researchers do emphasize different factors in their formulations and the early work on socialization was based on different views, particularly between sociology, psychology, and anthropology (Clausen, 1968). However, virtually all the work in socialization which has been done and which is now being done assumes that it is always a positive process whereby one learns what behaviors, attitudes, values and so forth are appropriate to any given role, status, or situation. This seems clearly a too narrow and limited (and additionally rather biased) view. Perhaps equally important in many actual instances is the learning of what is not appropriate to the role, status, or situation in question.

It is the contention here that the socialization process can and often does proceed negatively as well as positively. In the language of role analysis, one learns proscriptions as well as prescriptions. Hence, much of socialization is concerned with learning "what not to do," along with "what to do," and of the limits or boundaries within which one may operate.

A problem related to this "bias" in the study of socialization concerns the extent to which clear conceptions of the desired outcome of the socialization process are evident, either to those being socialized or to those doing the socialization. Many of the conceptions of socialization earlier examined seem to assume a clear conception, e.g., those of Sewell, Clausen, Brim, and Child, although it has been pointed out in the literature that this is not always the case, e.g., Wheeler (1966:69-70) comments: "There are important differences both within and among socializing organizations in the specificity or generality of the goals set for members."

Although negative socialization and the use of "sanctions" to achieve desired socialization outcomes are two distinct phenomena (e.g., one may learn positive things by means of coercion, and sanctions can occur for nonconformity to what should be done), they are likely related in the sense that sanctions may be the primary means whereby negative socialization is achieved. In the absence of clear role expectations it seems plausible that the attention of socializing agents and agencies would be directed primarily at the boundaries of acceptable behavior and sanctions used when these boundaries are crossed.

The pervasiveness of the conception of socialization as an entirely positive process is further evidenced in the importance given to identification with (positive) role models in many socialization processes. Identification is typically used to refer to ". . . a process in which a person

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[4] The author is ndebted to Neal Gross for first suggesting this distinction.

patterns his thoughts, feelings, or actions after another person who serves as a model" (Bandura, 1969:216); and this has been shown to be an important part of many socialization processes (cf. Brim, 1958; Elder, 1963; and Maccoby, 1959, 1961, and 1968). I certainly do not argue against the importance of such role models in many socialization processes, but here again role models can be either positive or negative, and some socialization can be (and is) accomplished through both identifying with positive role models and reacting against negative role models. By way of illustration, the mother who appeals to her young son not to act like that "naughty boy down the street" or who asserts that she hopes he doesn't "grow up to be like his father" is using a negative role model.

Anticipatory Socialization and Adjustment

A small, but significant number of studies relating to the socialization of people to new situations contain an "empirical regularity" of relevance to the proposed research. This is that there exists a positive relationship between realistic expectations of a new situation and the success of adjustment to that situation. For example, Thompson (1958) investigated the effects that plans for retirement, accurate preconception of retirement, and favorable pre-retirement attitude toward retirement have on the ease of adjustment to retirement. He found that it took 65 percent of those with a self-reported inaccurate conception of retirement longer than three months to become used to the idea of not working, but only 43 percent of those with an accurate conception took this long. Similarly, studies undertaken on the process of professional socialization also indicate a relationship between realistic expectations and adjustment success, although it is not always so clearly evident. Johnson and Hutchins (1966) examined the effects of anticipated versus actual medical school experiences on attrition from it. They found that whereas 45 percent of those students making or having made "regular" progress through medical school perceived a discrepancy between what they expected and what they actually experienced in medical school, 55 percent of those who did not do so "dropped out" perceived the same discrepancy (Johnson and Hutchins, 1966:1171). Along similar lines, Wright (1967:60) finds that students with an original orientation toward sociology not in accord with what they experienced in graduate school are more likely to lose commitment to sociology than those with orientations in accord with what they experienced; and Olesen and Whittaker (1968:105) find that whereas 41 percent of new nursing students expected trouble ascertaining what faculty expect of them, only 10 percent of the dropouts expected this trouble.

All of these studies indicate, in one fashion or another, that having an accurate conception of what the new situation will be like facilitates the subsequent adjustment to that situation. This relationship is clearly evident in the study by Thompson, and also in the one by Johnson and Hutchins when "dropping out" or having an irregular progression through medical school is used to indicate lack of adjustment. The relationship becomes apparent in the study by Wright if one is willing to use loss of commitment as another indicator of poor adjustment. And the findings of Olesen and Whittaker are similar when one is aware of the often documented problems of new graduate or professional students in perceiving the expectations of faculty (cf. Becker et al., 1961:163; and Olesen and Whittaker, 1968;113-115).

Such findings can be explained parsimoniously using Merton's (1957) concept of "anticipatory socialization," but one must qualify it in that it seems to help ease one's adjustment only to the extent that it is accurate, and under certain conditions it may be dysfunctional.

The general work on socialization can serve as a framework for considering the child's entrance into school and what happens to him after entry. The formulations of negative socialization and negative role model seem particularly useful in examining differences in schools as contexts for adjustment. It may well prove true that different "types" of schools emphasize negative and positive socialization in varying degrees, and it may likewise prove true regarding negative and positive role models. This has implications for the children's adjustment to these schools. Also, our examination of the studies under "Anticipatory Socialization" suggests that a child's pre-entry conception of the school and what he will experience there will have an effect on his ease of adjustment to it.

Professional Socialization

The importance of research on the socialization process into the professions for this study derives primarily from its attempt to apply general socialization theory to a particular group and to consider the changes students undergo upon involvement in a professional school. Particularly important are the initial phases of adjustment to professional school.

Through the process of professional socialization the neophyte learns the role of the particular professional in question and how to perform it. Acquisition during the period of professional training encompasses the knowledge, skills, values and attitudes appropriate to the professional role. Thus the student acquires much more than merely the techniques of the practice of the profession. Much of the sociological investigation of this area has considered the process whereby the student learns to perform the professional role and the changes he undergoes in this process.

Becker (1956 and 1957) has examined the process of developing an identification with an occupation, and has also examined attitude changes in students (Becker and Geer, 1958), as have Simpson (1967), Sussman and Evan (1962), and Fisher (1960). McHugh (1966) and Dornbusch (1955) have focused on the initial process of entry into professional school, and Sherlock and Morris (1967) have developed a general paradigm of professional socialization. Studies of socialization into specific professions have been undertaken for medicine (cf. Becker et al., 1961; Hughes, 1955; Merton et al., 1957; and Parsons, 1960), law (cf. Lortie, 1959; and Warkov, 1965), the academic profession (cf. Gottlieb, 1961; Rosen and Bates, 1967; and Sibley, 1963), the military (cf. Lyons and Marland, 1959), the clergy (cf. Niebuhr et al., 1957), nursing (cf. Olesen and Whittaker, 1968; and Williams and Williams, 1959), teaching (cf. Conant, 1963; and Koerner, 1963), and social work (cf. Hollis and Taylor, 1951).

Particularly important to the research interest here are the initial phases of adjustment to professional school. Dornbusch (1955) has described the United States Coast Guard Academy as an "assimilating institution" by illustrating how "it isolates cadets from the outside world,

helps them to identify themselves with a new role, and thus changes their self-conceptions" (1955-320). Davis and Olesen (1963) have depicted some of the "identity problems" young women experience on entering the nursing profession, viewing them as torn between two identities--that of a nurse and that of a young woman. Also of interest is some of the work on the acquisition of the professional role. For example, Simpson's examination of socialization into the student nurse role delineates three phases:

> During the first phase, the person shifts his attention from the broad, societally derived goals which led him to choose the profession to the goal of proficiency in specific work tasks. During the second, certain significant others in the work milieu become his main reference groups. Third, he internalizes the values of the occupational group and adopts the behaviors it prescribes (1967:47).

Along similar lines, Sherlock and Morris (1967) view the evolution of the professional in terms of three general sequential areas: recruitment (e.g., background characteristics, entry perspectives), socialization (e.g., selection, sanctions, student sub-culture, faculty relationships), and professional outcomes (e.g., knowledge, ethics, professional etiquette, techniques).

Nothing really comparable to the studies in professional socialization has been done on socialization into elementary and secondary schools; yet the latter is a much more pervasive phenomenon in American society. It is in the work on professional socialization that sociologists have made their greatest contribution to the study of the educational process, but unfortunately it has seemingly been to their neglect of the more primary forms of education.

Childhood Socialization

Most research on childhood socialization has concentrated on socialization and development in general, with no particular structural context present other than when socialization in the school is examined (with the possible exception of when the family unit is considered). Because of this and the research interest, the child's socialization in the family and peer group context will be discussed only briefly, with most of the attention given to socialization experiences within the school. As a preliminary note, it is necessary to mention that this work has a somewhat different focus than the literature discussed above, where the emphasis was upon the person performing in a social context. This work is primarily focused on differences between the contexts and their effect on the child, in terms of what is expected of him in them, and what he learns in each one. This literature should, however, benefit greatly the development of views on the context of adjustment to school.

Socialization in the Family Context

This literature indicates that traditionally most of the responsibility for the socialization of the child rested upon the family. Although the school (and peer group) are now considered to perform many of the socializa-

tion functions once undertaken by the family, the family is still generally thought of as a crucial socializing agency.[5] However, because of changes in the family in our society, Parsons (1955:18-19) contends that the child now learns relatively more outside of it than was previously the case.

The family, as a context of socialization, is clearly distinct from other contexts in which the child will be socialized. First of all, in our society the size of the basic family unit ranges from a minimum of three or four members (sometimes only two, as in the case of one parent and one child) to a maximum of usually not over seven or eight. Second, and despite its smallness, it is characterized by considerable heterogeneity in age and sex. Third, it is a unit encompassing a wide range of social activity, e.g., consumption, recreation, "tension-management," etc., and a setting in which one can be seen, at least in part, from the perspective of the many roles he performs. Fourth, the family is characterized by a high degree of emotional content. Fifth, its members are perceived of more in terms of their unique personal characteristics than in terms of their position in the social structure: the bases of roles in the family are age and sex differences.

Within this context, the literature indicates that the child is socialized in several important ways. He learns to give and receive emotional support, and cooperation as opposed to competition is emphasized. And it is also within the family context that much of the physiological and psychological development of the child occurs and, subtle as it may be, these are developed along certain social lines.

The extent to which the child in the family is presented with a set of ideal behavior toward which he should strive is minimal, at least compared to that presented by other socializing agencies. One cannot really speak of the role of the child quite so easily as one can of the role of the student or the role of the friend. Further, in the family, the child does not learn what to do and how to act as much as he learns what not to do and how not to act. (An example of <u>negative</u> socialization.)

Socialization in the Peer Group Context

Considered complementary to the family (and to the school as well for that matter) is the peer group. In our society the peer group has emerged as a clearly distinct and important social context for the child and his development, although it is often viewed more in terms of a supportive structure for the child or adolescent (cf. Parsons and White, 1964:214, 218-219).

The context of the peer group is viewed as clearly different from that of the family. Its size may be somewhat larger, although not necessarily so; but a main difference is its homogeneity with regard to age and sex com-

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[5] Parsons (1955:114) argues that ". . . family, school, and peer group should, in our society, . . . be treated as a <u>single</u> social system, comprising the whole range of the adolescent's significant social participation."

position: all members are almost always the same sex and usually of roughly the same age. The child achieves emotional support from the peer group, although probably not to the extent he does in the family. Competition is stressed to a much greater extent in the peer group than in the family, and for the first time the child is located in a social hierarchy (informal though it may be), not on the basis of ascriptive age and sex characteristics, but on the basis of popularity, skill, etc.

Socialization in the School Context

The third early socialization context for the child is that of the school. The school's relationship to the other contexts is depicted by Parsons in describing the child's progression through these contexts.

> In the pre-oedipal period within his own family. . . (the child). . . has been very extensively "enveloped" in a "close emotional corporation." The condition of such envelopment is the existence of a group, the members of which are bound to each other by essentially ascriptive ties, and who do not compete with one another. Then, first in the immediate neighborhood, the child is exposed to relations to others, with whom his parents have no ascriptive ties at all--most definitely his playmates are not cousins, or even the children of close family friends, but are likely to be the children of relative strangers. Then on entering school, he is exposed to a highly formalized process in which, regardless of sex and family relations, he must strive to achieve in a context where the judge is an impersonal teacher (Parsons and White, 1964:216).

As a context, the school contains not only similarities to both the family and the peer group, but also important differences. It is similar to the family in that the focal point of activity revolves around an adult person, usually a female in the elementary school, representative of the mother. Additionally, rights and obligations of all children are equal in both the school and the family (here, at least, for all children of the same age).[6] The school is similar to the peer group in that, except for the teacher, there is only a narrow age segment represented. In the school, both cooperation and competition are stressed, a similarity to the family in the first instance and the peer group in the second. However, most of the similarities end here. For the first time, the child in the school is in an organizational context, has a position in a formalized structure, and begins to respond to people on the basis of their position in such structures. By way of example, Dreeben states that the school

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[6] Dreeben (1968:8-20) has compared the family with the school on six major dimensions: 1) boundaries and size of setting; 2) duration of social relationships; 3) relative number of adults and nonadults; 4) composition of nonadult characteristics; 5) composition of adult characteristics; and 6) visibility of nonadults.

> . . . enables pupils to distinguish between persons and the social positions they occupy (a capacity crucially important in both occupational and political life) by placing them in situations in which the membership of each position is varied as its composition and the similarities between persons in a single position are made evident (1968:78-79).

Central also to the experience of the child in school are the norms he learns. It is these normative principles that form one of the "linkages" between the school and society. This "linkage" is necessary because of the sharp differences between the family and the larger society, and ". . . if the education of children were carried on primarily within the jurisdiction of the family, the nature of experience available in that setting would not provide conditions appropriate for acquiring those capacities that enable people to participate competently in the public realm" (Dreeben, 1968:65). It is this general framework which predominates in the sociological study of schooling.

The literature on childhood socialization is rich in insights into the adjustment of children to the organizational context of the school. We have illustrated that there are three important systems in which the child is involved--the family, peer group, and school--and that the path to adult status in our society is a transition through these three contexts. As the child moves from one to the other, different demands are made upon him and he experiences different types of situations to which he must adjust.

Conclusions

From these various and sundry bodies of literature, specific implications for the study of the adjustment of children to the organizational context of the school may be drawn. First, the work of Argyris and Levinson indicates that one should be alert for basic incompatibilities between children's personalities and the school setting. Schooling may not be simply a question of socialization in the sense of learning how to "get along," but a question of continual conflict between the personality and the setting. Wheeler's, Goffman's, and Dornbusch's work suggests that consideration should be given to both the mechanisms the school may use to "manage" the pupils as well as different types of strategies the pupils may use to manage the school. (In a sense, this is the conception of adjustment on which the study is based.) The research on professionals in organizations suggests that another factor to be examined concerns the child's managing of the various systems he is involved in and how to reconcile possible incompatibilities between the two. The thoughts on positive and negative socialization suggest that different ways the school approaches the task of socialization may have implications for its success and for the child's reaction to it. The implication of the discussion of anticipatory socialization and adjustment is the state of information the child possesses about the school prior to entry into it should be seriously investigated. Some of the work on professional socialization as well as that on childhood socialization indicates that one should be sensitive to the various roles the child plays and the various identities he may have. His entry to school, what he experiences there, and his reactions to these

experiences will likely all be influenced by the other social systems in which he is located. A view of socialization as a dynamic process was additionally presented, whereby individuals go through a series of "stages" or "phases." Such a type of model seems particularly appropriate to a study of adjustment and adaptation to school. Finally, the analysis of the school's functional role in society and the implications of this for socialization within its confines suggests that it is necessary to go beyond the more obvious (and traditional) ways of looking at what the child experiences in school. The necessity for him to adjust to the school as an organizational context seems to be of such an order.

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Chapter 4. The Child in the Organizational Context of the School

Although considerable insight into the adjustment of children to school has been gained through the literature analyzed and the discussions of adjustment and adaptation, the conceptual framework for analyzing adjustment to school is far from complete. The general views on adjustment and adaptation presented provide little more than a starting point for understanding children's entry into the school. The processes of adjustment and adaptation they undergo are influenced by the requirements made upon them in the school setting, the properties of the school in which and through which these requirements are conveyed, characteristics of the children themselves, and the web of social relationships they are involved in, both outside and inside of school.

These and related issues are considered in this chapter, and it culminates with the specification of some general research objectives.

The School as a Context for Adjustment: the Student Role

The first step in defining the school as a context of adjustment would seem to be to specify just what it is the child must adjust to on entering the school. One way of approaching this would be through the student role, thus adjustment to school is adjustment to a new role. I shall take such a perspective here, but shall not limit myself to the traditional way of looking at a role, i.e., the expectations directed toward an incumbent of a social position (cf. Gross et al., 1958). This seems only part of the problem.

What shall be done is to "segmentize" the student role into three separate features: 1) the requirements made upon the student (in a sense, the expectations); 2) the degree to which these requirements "impinge" upon the student; and 3) the basis of motivation present to meet the requirements. (The student role, it will be noted, is segmentized in terms of the implications of the role for the child.) Let us now examine each of these three segments in turn.

Requirements of Schooling

Crucial to any person's adjustment to a new situation (or role) is the particular configuration of requirements presented for the person, including what he is expected to do and not to do in that situation (or role). The school is no exception.

Schools require children to master new skills and learn new knowledge, both generalized and specific, but in addition, schooling as a socialization process involves changes in the child's value patterns, attitudes, and even modes of conceptualizing and thinking about the world. Many of these requirements the school makes upon the child have been encountered

previously by him in other settings, and others are encountered contemporaneously in non-school settings. There are some requirements, however, which the child generally encounters for the first time with entry into the school. These especially have to do with the school's function as an agency of socialization for our society. It is these later requirements imposed upon the child by the school acting as an agency of socialization that are of primary importance to his adjustment to it.[1]

These requirements may be characterized as cognitive, behavioral, or normative; but such a categorization is not rigid, and as we shall see some actual requirements may be placed in more than one category. Nevertheless, this threefold distinction seems a reasonable way of ordering what shall be discussed. Cognitive requirements refer to the child's perceptions of and mental orientations toward the world and to his basic intellectual abilities. Behavioral requirements are simpler to define and refer to the child being expected to behave in certain ways. Normative requirements urge the child's adoption of broad cultural goals and values, and include the acceptance of relative accompanying attitudes.

Cognitive Requirements

As has just been indicated, cognitive requirements pertain both to the child's mental orientations toward the world and his intellectual abilities. The child entering school encounters few requirements directly bearing on his mental orientations, but a great many having to do with the development of his intellectual abilities, i.e., a certain amount of basic knowledge must be acquired. Schools do, however, impose on children rather stringent requirements in the area of mental orientations; it's just that they often occur through efforts apparently directed only at the intellect, as it is open to a more direct approach by the school. It is in meeting these types of requirements that much of the child's difficulty in adjusting to school may be found.

For example, it could be argued that a major objective of the elementary school is the establishment in the child of an instrumental orientation, necessary for future schooling as well as participation in society as an adult, This task is not often approached directly by the school, however; but is mainly accomplished through nurturing particular intellectual abilities, the performance of which the child comes to see as most relevant in school. One way in which this occurs is through the mastery of symbols. Since children entering school have already learned to talk, considerable competence in "decoding" symbols is already present in them. On entering school, though, they are faced with written symbols increasingly less concrete and more divorced from daily experience. By learning to meet this requirement and by learning to accept an evaluation based

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[1]There are also other factors which are relevant to the child's transition and adjustment to school. One example is the psychological effects of separation of the child from the mother.

upon the extent to which this is accomplished, the child begins to realize that his perceptions and performances in formal organizations such as schools are to be oriented more along instrumental lines than along expressive lines. This is not an easy task, however.

Another important cognitive requirement which fosters an instrumental orientation is the encouragement the school gives to the child to evaluate the extent of his own understanding and knowledge. This may be present in order to transfer some of the burden from the school to the child, i.e., the child himself can recognize his own need to increase his learning; but it also serves to transfer subjective feelings into rational (and instrumental) plans of action, and, of equal importance, vice versa.[2]

The necessity for role differentiation is a unique requirement the school presents to the child. It entails the cognitive necessity for the child to perceive of himself as a role occupant and for him to differentiate between others on the basis of their roles within the school and the classroom. (Behaviorally, the child must learn to govern his behavior according to the roles he and others are playing at a particular time.)

In pre-school life the child came into contact with people playing varying roles, such as parent, grocer, doctor, neighbor, friend, and sister. In interacting with these people, however, he likely responded to them more as individual persons than as occupants of roles standing in certain patterned relationships. Although this orientation probably fostered "inappropriate" behavior at times, it did not seriously impede the child's functioning as a social being. In fact, adults largely expect young children to be unable to differentiate role relationships and often term such behavior "innocent," "unspoiled," or "ingenuous." Thus the pre-school child meets few either internal or external constraints to discriminate his reactions to people on the basis of role allocation.

In the school, however, explicit practices by the teacher as well as general features of the classroom situation continually channel the child's attention to those aspects of the teacher not attached to an individual idiosyncratic personality, requiring the child to respond on the basis of role and status in a social situation. As the child progresses through school he learns the distinction between social positions and the people who occupy them. Eventually he notices the categorical similarities of positions and recognizes that any given individual can be reacted to either in terms of these similarities or in terms of unique personal characteristics. The foundation for this learning occurs during the child's first year in school, and much of the teacher's task at this

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[2] The relating of subjective feelings of children to more instrumental orientations also occurs through the informal structure of the classroom. Both children's self-evaluations and the evaluations they receive from their peers are often a product of their positions in the social hierarchy of the classroom and the school.

level is to equip the child with the general abilities and orientations needed to operate in the socio-organizational world of the school.

The aspects of role differentiation concerned with the child's self perceptions are guided by the school through its fostering of the student role. In his previous experiences, the child was responded to in individual terms; any categorical treatment was based on broad statuses divorced from personal performance such as age, sex, or race. In school, however, performance becomes a relevant generalizing category, and actions within the child's control become bases for relative privileges and sanctions. No matter how he behaves in school the child finds that he is judged as a student, absolutely and comparatively, against established normative standards which other children (obviously different otherwise) can possess with a great degree of uniformity. Transitions from grade to grade are important because they allow the child to critically look forward and backward across age statuses, differentiating his own understanding of the component roles he plays from his larger concept of self.

These cognitive requirements facing the child entering school are, thus, important features of the school context to which he must adjust. Their importance initially is not so much in terms of the school's reaction to a failure to learn them, as it is for the child's psychological reaction to the school. Until the child is able to handle these cognitive implications of the school situation, it will be rather difficult for him to become psychologically adjusted to it. His future social adjustment and ultimate adaptation to the school are dependent upon him at some point being able to view the school, its members, and his self in these ways, though he initially encounters few immediate pressures from the school to do this.

Behavioral Requirements

Some of the most problematic demands for the child entering school are those that involve physical constraints. He must learn that activities and physical movement within the classroom are regulated by formal and informal rules, procedures, and justifications, i.e., certain things are done at specified times in certain ways for specific reasons. This new restriction of movement is especially alien to the child since previous experience has taught him that motion and learning are generally strongly linked. Compulsory attendance lends an urgency to the child's adjustment problems in that he cannot physically withdraw from classroom experiences. Unlike many situations in later adult life, the child has no alternative other than compliance, so schooling confronts him with a new social situation to which he must adjust.

Another behavioral demand that contributes to the school's being a new social situation for the child is the encouragement of formalized patterns of interaction. Role performances and relatively restricted formal interaction among peers in regard to lessons is also entailed. Dreeben (1968) notes that the behavioral demands of the school foster the norms of universalism and specificity. Universalism involves interaction with persons on the basis of their similarity to other persons occupying the same social positions; specificity refers to the scope of one person's interest in another and involves interaction on the basis of the characteristics of the other person which are relevant to the activities around which interaction is occurring. (This is, it will be recalled,

related to role differentiation discussed above.)

Closely related to the demand for formalized patterns of interaction is the school's regulation of affective expression. Certainly an individual cannot function smoothly (either socially or psychologically) if he extends the affect-linked patterns of relationships found in the family to broader social settings where they are not appropriate. Recognizing that there are situations in which that type of relating is not required, expected, desired, or even tolerated is an important aspect of a child's initial adjustment to school. (In some cases, however, the school restricts affect so extensively that individuals become incapable of empathizing or relating on a human level except among their family and a few close friends.)

Generally, the extent to which the child is able to conform to these behavior requirements will determine the evaluations he receives from the school as to his performance in it. Schools, as I have indicated, tend to place more emphasis upon social adjustment than psychological adjustment, or even adaptation. Children can often only accomplish the former of these and receive quite favorable evaluations from the school.

Normative Requirements

Normative requirements and responses to them necessarily have cognitive and behavioral implications. As part of its social function, the school inculcates certain values and attitudes in children though most of the overtly propounded values such as honesty, consideration for others, and responsibility are conveyed in other social settings as well as in the classroom. It is more subtle values that are unique to school experience.

Dreeben (1968) asserts that schooling contributes to the learning of the norms of independence and achievement. These norms are basic to adult status in our society, but experiences in the family provide few opportunities for their adoption, and the school is the agency charged with inculcating them in the young cohort. Independence involves the acknowledgment that certain tasks must be done alone. Achievement involves activity and mastery, competition, and psychological coping with success and failure, and in our society is central to a whole system of related values, such as practicality, efficiency, and action.

The school also makes normative demands that help shape the child's orientation toward authority. Although children are typically prepared for an acceptance of the school's authority over them, there is a unique feature of the school setting in this regard.[3] Prior to entry into school,

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[3]There has been an abundance of work emphasizing the way child-rearing practices influence the child's reaction to the authority structure of the school. For example, Goslin (1965:31) states that "an important aspect of the family's contribution to the development of the student role is in its influence on the child's feelings about and responses to authority, both inside the home and outside." Family size and social class are two important variables used to analyze differences in the family's influence on

authority relationships have been compounded by a personal, emotional dimension, e.g., love for parents. Even when this was not present as in the case of a child's relationship to a non-kinship adult, it was an authority relationship based upon general social characteristics, e.g., an adult-child relationship. On entering school the child becomes a member of a specific, discrete social unit, the school organization, and authority relationships are derived from membership in this unit. Children in school are required to learn that anyone who occupies the position of teacher has authority over them. This acceptance of authority to the extent of evantually internalizing the legitimacy of it is an important general normative outcome of schooling.

As in the case of mental orientations toward the world, the school does not necessarily approach the normative requirements directly. In performing tasks, individuals tend to orient themselves to various attributes of the tasks, retaining or altering their orientation in response to specific results. As Beer and Locke (1965:15) have stated, orientations are generalized laterally among task situations, and develop vertically to the level of beliefs, preferences, and values. Thus ideas relating to appropriate ways of pursuing tasks may become generalized both laterally and vertically. Bearing this in mind, schools do not directly

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the child and his subsequent adjustment to school. Kuhn (1959:340) finds that working class mothers stress obedience toward other people. The relationship of these differences in the child's orientation to school is stressed by Backman and Secord:

> Differences in the way mothers teach their children to deal with the school system may have important consequences for learning. . . The status-oriented mother stresses the difference in status and power between the teacher and child and encourages compliance and docility in adjusting to the classroom situation. In contrast, the person-oriented mother is less apt to view the school as a remote, implacable authority and consequently is less concerned with obedience. She attempts to acquaint her children with alternative types of behavior and the consequences of each, as well as with the purpose of various rules and procedures. Status orientation is thought to produce passive and docile behavior, and person orientation to produce active, inquiring behavior. (1968:21).

The emphasis here is clearly on the child's "level of preparation" for the authority structure of the school.

(or even consciously) "teach" many particular attitudes and values, but present tasks in specific ways which have a particular attitudinal effect upon the pupil. In fact, it is highly questionable whether schools can consciously modify or "teach" emotions, appetities, imagination, intelligence, and other similar variables in a direct sense, although most schools process specific behavioral goals in these areas. It is probably more accurate to think of the school as fostering certain attitudes by influencing what stimuli will register under what conditions, and by accumulating selective experiences that expand and shape personal social development.[4]

Degree of Impingement and Basis of Motivation

The student "role" may also be seen from the perspective of its scope; that is, the degree of variation allowed in meeting the requirements specified above. This shall be referred to as the degree of impingement upon the pupil. Some schools may view their requirements as more or less ideal ones, seldom if ever achieved by the pupils; others, however, may demand a greater degree of conformity. This would seem to be of importance in a child's adjustment to the school.

Finally, there is a basis of motivation attached to these requirements. For purposes here, a distinction can be made between external and internal motivation (cf. Smith, 1968 for a somewhat analogous distinction). External sources of motivation would be those arising outside the individual, e.g., rewards, physical punishment; while internal sources of motivation are found inside the individual, e.g., intrinsic satisfaction, moral commitment. Seemingly, the extent to which a school emphasizes one or the other will influence the child's adjustment to it.

The School as a Context for Adjustment: Structural Features

Aside from the particular configuration of requirements presented to the child, the way they impinge upon him, and the basis of motivation attached to them, schools also have certain structural properties (physical, formal social, and informal social) which children encounter on entry into it. These may influence how the requirements, especially the more subtle ones, are presented to the child, but they also impose their own constraints upon him.

Physical Properties

Probably the key physical property of the school that affects the entering child is the spatial configuration of the classroom. How physical space is organized subtly influences the perception and interpretation of social variables, including the relative status of individuals and the appropriateness of different behavior. Some schools are experimenting with

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[4] As in the regulation of affective expression, it may be argued that the school has succeeded too well in regulating means, permanently subduing many legitimate alternative methods of goal pursuit, and producing a population ill-equipped to handle the shifting problems of today's world.

new kinds of spatial arrangements within the classroom and for the school building as a whole, but most are still operating with the traditional patterns. Certainly the arrangement of separate desks in ordered rows facing the teacher helps shape the child's definition of the situation. This arrangement mediates the normative demand for independence by suggesting that though the child is a member of the classroom group, he must stand on his own. It also suggests that the teacher rather than classmates is the source of knowledge, further influencing the child's authority orientation.[5] Irrespective of what its implications are for the child, however, adjustment to school involves adjustment to its physical properties.

Formal Social Properties

Adjustment to school is, to a large extent, adjustment to the formal social properties it contains. Many of the features of the student role discussed earlier can be thought of as derived from its formal social properties. Other of these include division of labor, status hierarchy, recruitment system, sanction system, communication system, system of rules and regulations, and the distribution of power and authority within its confines, plus its particular pattern of informal organization.

Teachers also have an important place in all of this. On the one hand, students may learn how to behave in such organizational contexts by observing teacher behavior; on the other hand, they are instrumental in transmitting the student role to students. For example, Goslin comments:

> Every teacher conforms in some degree to the expectations of administrative officers of the school and the school system in which he works concerning teaching methods, subject matter to be covered, matters of discipline, and administrative procedures within the classroom. In this respect the teacher is part of a bureaucratic organization in which he performs specified duties in accordance with the legitimate demands of his superiors (1965:30).

Further and even more direct support for our view comes from Sexton:

> The classroom is a subsystem of the school, a dependent part of the whole. Decisions made by administrators of organization determine the method and content of classroom instruction, the size of the class, the goals of the organization, the characteristics of the classroom teachers, the hierarchy of personnel, the stratification of the students, and the degree

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[5]Another important facet of the physical configuration of the classroom is the ordinary minimizing of movement, discussed above among behavioral demands.

> of school-community interaction. Decisions made at the top can even abolish the classroom and establish alternative patterns of organization, such as independent or group study, tutorials or mass media instruction, none of which need a traditional classroom. Such decisions could conceivably abolish teachers, change their functions, or otherwise dramatically alter the mode of instruction (1967:65-66).

However, teachers should not be considered only "passive" actors in the process as they likely exert an independent influence on how the actual "role" is presented to the students. Every teacher brings a personal conception regarding education and how students should act. Undoubtedly, selective hiring occurs and teachers are likely to conform to a certain extent to the particular school they are involved in at any given time. Nevertheless, it is unlikely that there is a "one to one" correspondence between teachers' views and the educational milieu of the school.

Informal Social Properties

These properties primarily center around, but are not limited by, the informal social structure arising in the classroom and (to a lesser extent) on the playground. This structure grows out of the unfamiliarity of the situation at the beginning of the year and the consequent emergence of such questions as "Who do I like?", "What is expected of me?", "What will happen if . . .?", "Who likes me?", and "Who does the teacher like?" (Lippitt and Gold, 1959:40).

Normative demands concerning the child's orientation to authority are qualified by the informal power distribution in the school and classroom, which is a structural property. A child can achieve stature among his classmates by being especially companionable or by exhibiting special competencies or excellences. The influence which accrues to him is usually recognized and often utilized by teachers. Therefore the child with an advantageous position in the "informal power structure" can add another dimension to the typical student-teacher relationship in which the child is unconditionally subservient to the power ensuing from the teacher's position of authority. A child's place of entry into the informal power structure can be significant to both his reactions to the authority structure and his resolution of the adjustment processes.

Much of the previous research on children's adjustment to school has taken the form of various and sundry sociometric studies of the classroom (cf. Glidewell, 1966; and Lippitt and Gold, 1959), and often any difficulty the child experiences in adjusting to the school is explained in terms of his "low position" in this informal structure (cf. Lippitt and Gold, 1959:44-45), or in terms of social relationships with other children in the classroom (cf. Stendler and Young, 1950:225).

Several of Lippitt and Gold's (1959) findings relevant to adjustment and maladjustment, both social and psychological, are of special interest. A child's position in the structure was found to be a very important determinant of his "personality health" and of his motivation and ability to participate in classroom interaction. The socio-emotional structure is made even more potent by the tendency for teachers and other adults in the school to perceive children in the same terms as they are perceived by their peers. The infulential and popular children impressed their teachers as being favorably socially adjusted, emotionally stable, and unlikely to present discipline problems. Low status children were viewed as having more interpersonal difficulties and exhibiting disruptive behavior. Further, the teachers paid attention to social behavior as opposed to performance behavior of low status children more often than of high status children, with the result being more frequent negative social evaluations of the low status children. Maladjustment (as seen by Lippitt and Gold) is a circular social process, with the maladjusted child contributing to the situation by his own negative self-evaluation and response to it, by hostility toward others, by unskilled, unrealistic and reactionary behavior of assertive aggressiveness or withdrawing non-contribution, and insensitive and defensive reception of feedback from others which might otherwise help in guiding behavior. An assessment of the social structure of the classroom, the child's place in it, and the teachers' subsequent reaction are critical to an examination of children's adjustment to school. These variables all present cognitive demands that effect self-evaluation. It is noteworthy that many effects of the group on a child are not effects of the group as an active agent so much as effects of the child's interpretation of his own role and adequacy in the group situation.

Variations in the School as a Context for Adjustment

If one is to focus on adjustment to a particular context, it seems desirable that some method of describing (and accounting for) variations in that context be formulated as adjustment to a particular "type" of context may vary from specific context to specific context. The conceptualization of the school as a context of adjustment, including the student role, would seem to lend itself to an analysis vis-a-vis variations in it. What is now needed is some way of accounting for variations in this. The larger social environment of schools shall provide this.

The general topic of the relationship between formal organizations and their larger social environment has received considerable attention over the past two decades as evidenced in the work of Selznick (1953), Clark (1956), Dill (1957), Thompson and McEwen (1958), Presthus (1959), Etzioni (1960), Levine and White (1961), Litwak and Hylton (1961), Simpson and Gulley (1962), and Stinchcombe (1965). Regarding educational organizations, few have chosen to examine the multitude of possible relationships between schools and their social environments. Most considerations of the school as a formal organization are based on Weber's early formulation of bureaucracy (cf. Bidwell, 1965; Goslin 1965; and Sexton 1967). Such work emphasizes in particular the authority structure of schools and the interaction patterns among teachers, students and administrators. Somewhat

more recently the narrow focus on schools as bureaucracies has been expanded to take into consideration the myriad of reciprocal influences and interchanges between schools and their various environments (cf. Reiss, 1965; and Herriott and Hodgkins, 1969), and I shall utilize this perspective in formulating what may account for variations in schools as contexts for adjustment.

In examining schools as formal organizations, the influence of the environment upon them, and the implications of these for the school as a context of adjustment and adaptation, a conception of organizations as systems for goal attainment seems most fruitful. Such a view is inherent in virtually all the conceptualizations and definitions contained in the literature (cf. Blau and Scott, 1962:2-5). For schools, the "goal" refers to the socialization of new generations. Parsons (1956:64) has taken the basic formulation of organizations as systems for goal attainment and gone one step further by asserting that "The attainment of a goal is defined as a relation between a system . . . and the relevant parts of the external situation in which it acts or operates." From this, the goal of educational organizations is the socialization of new generations in ways required by the larger system or systems of which schools are a part.

Parsons (1959) and Dreeben (1968) have depicted the formal educational system as "functionally related" to society since it socializes new generations of youth into many of those ways of acting, thinking, feeling, and perceiving characteristic of (and necessary for) full participation in society. Such an approach, while both insightful and useful for many purposes, ignores the vast heterogeneity and complexity of the social world of America, however. Although both society and culture can be viewed in this abstract and very generalized way, both are in reality present at the individual and group level as well. Not all people and groups share the same value systems, are responsive to the same normative orders, or think of and perceive the world in the same ways; nor do they all share the same patterns of interaction. Further, in the midst of the vast social and cultural changes which are now occurring, to view American society and culture as a unified whole becomes even more problematic for differences and conflicts of the highest order are prevalent.

In a general sense, there are basic differences between schools (and their environments) regarding the "long-range" objectives of education. Sexton (1967:84-89) posits development as the quasi-ideology of American schools in that they are oriented toward producing flexible and adaptable persons. Unmentioned by Sexton, however, are possible different types of development. Looking at the American school system, two primary types of development seem to occur. On the one hand, there is the rather traditional type of development emphasizing the intellectual growth of students; on the other hand, there is the more recent type emphasizing the student's social, psychological, and even physical development. There is probably considerable variation to be found in American schools in this regard: some are likely much concerned with students' intellectual growth, while others are probably more concerned with the social, psychological and physical development of students. It is in this regard that I will make a basic distinction between the schools of the study, i.e., their objectives for

students.[6] This is, it will be noted, consistent with one segment of the student role. Schools shall also be distinguished on the basis of the degree of impingement upon the student and the type of motivation characteristic of them.[7]

A Note on Individual Characteristics

Adjustment is likely influenced and determined by the individual characteristics of the child as well as by situational demands and properties. Individual differences in past experiences, self-conceptions, and attitudes and needs, may largely account for the variety of adjustment techniques and outcomes in the same situation. The young child in school does relate his experiences there to other experiences and "search" his past for insights to the solution of present problems. (This probably more frequently occurs in the early states of confrontation with the school.) Whether or not he is justified in doing so, the more the child perceives the school situation as similar to already-experienced situations, the more the school situation will take on the same meaning to him and the more his expectations in school will be generalized from past happenings.

Many aspects of a child's pre-school socialization concern development of self-conceptions. Although he does not have a firm grasp of all his potentials and abilities, he has already encountered enough of life to have developed various senses of self. Probably his most well-established conceptions are with respect to the types of action he can perform. the school's task then is to add to these and to introduce or strengthen the role of group standards in the child's senses of self.

The child entering school is not an amorphous being for he possesses attitudes and needs touching every aspect of his life. The attitudes and needs he enters school with, especially those pertaining to the school and his involvement in it, will be influential in his adjustment there.

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[6]This basic distinction seems especially important for a consideration of adjustment to school. The child in a school emphasizing social and psychological development may have more difficulty than one in a school emphasizing cognitive growth for this does not involve such a fundamental personality change. The formulation of this basic distinction in no way restricts one to any particular level of analysis for the social environments of schools or precludes an examination of schools in more complex ways than by this dichotomy for the actual "content" of these encompasses many varied dimensions.

[7]Various aspects of the school's environment will be brought into the analysis. Included here will be the particular type of population it serves, the degree of support it receives from this population, and the heterogeneity of the population.

students.[6] This is, it will be noted, consistent with one segment of the student role. Schools shall also be distinguished on the basis of the degree of impingement upon the student and the type of motivation characteristic of them.[7]

A Note on Individual Characteristics

Adjustment is likely influenced and determined by the individual characteristics of the child as well as by situational demands and properties. Individual differences in past experiences, self-conceptions, and attitudes and needs, may largely account for the variety of adjustment techniques and outcomes in the same situation. The young child in school does relate his experiences there to other experiences and "search" his past for insights to the solution of present problems. (This probably more frequently occurs in the early states of confrontation with the school.) Whether or not he is justified in doing so, the more the child perceives the school situation as similar to already-experienced situations, the more the school situation will take on the same meaning to him and the more his expectations in school will be generalized from past happenings.

Many aspects of a child's pre-school socialization concern development of self-conceptions. Although he does not have a firm grasp of all his potentials and abilities, he has already encountered enough of life to have developed various senses of self. Probably his most well-established conceptions are with respect to the types of action he can perform. the school's task then is to add to these and to introduce or strengthen the role of group standards in the child's senses of self.

The child entering school is not an amorphous being for he possesses attitudes and needs touching every aspect of his life. The attitudes and needs he enters school with, especially those pertaining to the school and his involvement in it, will be influential in his adjustment there.

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[6]This basic distinction seems especially important for a consideration of adjustment to school. The child in a school emphasizing social and psychological development may have more difficulty than one in a school emphasizing cognitive growth for this does not involve such a fundamental personality change. The formulation of this basic distinction in no way restricts one to any particular level of analysis for the social environments of schools or precludes an examination of schools in more complex ways than by this dichotomy for the actual "content" of these encompasses many varied dimensions.

[7]Various aspects of the school's environment will be brought into the analysis. Included here will be the particular type of population it serves, the degree of support it receives from this population, and the heterogeneity of the population.

And it is primarily through its influence on these attitudes and needs that the impact of social class membership on the child in the school is evidenced. Corwin's (1965) analysis of social class and the school suggests other ways that attitudes and needs enter in the child's adjustment to school. He argues that adjustment for "lower class" children is more difficult than for children from other classes because such "middle-class" values as discipline, punctuality, non-aggression, dependability, and respect are fostered by the school.[8]

Selected individual characteristics of students should thus be examined.

Specification of Research Objectives

Now that the basic theoretical and conceptual orientations of children's adjustment and adaptation to school have been developed and presented, the next step is to translate these into specific research objectives and questions.

Research Objective I: Variations in the School as a Context of Adjustment

As was indicated previously, the elementary school in American society may not be a homogeneous entity; rather important variations may be present. Consistent with the argument, some of these variations may be important in determining (or at least influencing) children's adjustment to the school as an organizational context. One comprehensive objective of this study is to ascertain whether the processes of adjustment and adaptation to school vary with the organizational structure and atmosphere of the school.

In order to meet this objective, it will be necessary to:

A. develop a schema by which to describe and compare the organizational structure and climate of elementary schools, particularly how this is reflected in the entering grades. This schema will involve an examination of: 1) the organizational structure of the school, including the impact of the larger environment on it and the roles of the principal and teacher and 2) an examination of the ways the three segments of the student role (i.e., requirements, impingements, and motivation) vary from school to school.

B. ascertain if adjustment to some schools is "easier" than to other schools, and, if so, to ascertain if these differences in ease of adjustment can be accounted for by differences in the organizational nature of the schools, especially differences in the student "role" (analyzed in terms of requirements, impingement, and motivation).

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[8] Psychophysical attributes may also be important. These include such things as sex, intelligence, and skills. The constellation of these attributes is different for each child, but they do have an influence on the way a given child responds to school.

Research Objective II. Variations in the Outcome of Adjustment

Although one way to account for differences in the adjustment and adaptation of children to school was included above, other factors may operate to determine final outcomes of these processes. These include family, peer, and personality influences. The second research objective will, therefore, be to ascertain the impact of some of these factors on the final outcomes of the processes. To accomplish this objective, it will be necessary to:

A. determine to what extent successful adjustment to school is related to specific family variables.

B. determine to what extent successful adjustment to school is related to specific peer group variables.

C. determine to what extent successful adjustment to school is related to specific personality variables.

Research Objective III. Patterns and Processes of Adjustment to School

To this point, research objectives have been limited to looking at adjustment (and adaptation) as final outcomes. The third research objective will be to focus on them as processes, rather than end-states. This will be accomplished by:

A. examining the relationship between social adjustment and psychological adjustment, and what governs it.

B. examining to what extent the three patterns of the adjustment process which were formulated adequately represent differences in it. And, if not, what other patterns occur?

C. formulating specific problems children must deal with in adjusting to school.

D. formulating specific "techniques" children use to deal with these problems.

E. formulating specific stages or phases children go through in becoming adjusted to school.

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Chapter 5. Development of Research Instruments, Strategies of Data Collection, and Projected Data Analysis

Given the general research objectives as stated in the preceding chapter, the next steps were to develop the research instruments to be used, the basic strategies for the collection of the data, and to formulate a projected data analysis. This chapter is devoted to these issues.

Development of Research Instruments for Two Stages of Data Collection

To accomplish the general research objectives specified above and the specific ones which they imply, as well as others implicit in the theoretical and conceptual formulations or which might arise during the course of the study, a two stage procedure of data collection was designed. It was decided to first collect information on schools as organizations, including their environmental influences, organizational characteristics, and the roles they contain for students, and certain aggregate information about the adjustment of children to these schools. This would be necessary to accomplish Research Objective I. After this information was attained, further information will be collected regarding the school as a context for adjustment, the adjustment outcomes, processes, and patterns of individual students, and other likely influences on these, e.g., the family and peer groups. This information would be necessary to meet Research Objectives II and III.

First Stage

Given the nature of the information to be collected, it seemed that self-administered questionnaires would be particularly appropriate and that both principals and teachers should be utilized as sources of information since they likely have different perspectives on the school and the pupils in it. Thus two separate questionnaires were constructed for use in the First Stage of the study.

Principal Questionnaire

This questionnaire was designed to collect basic data about the school as an organization, its environments, and the roles it contains for students. The final draft (after pre-testing) of this questionnaire is contained in Appendix A. Pursuant to the ultimate uses of the information from the questionnaire, the following variables pertaining to the organizational structure of schools are measured.

1. Principal role, i.e., the functions and duties of the principal within the school: 4:61[1], and 3:51.

[1] The first number refers to the page number of the questionnaire, and the second number to the item number on that page.

2. Teacher role, i.e., the functions and duties of the teacher in the school: 1:19; 2:27; 2:35; 3:43; 3:46; 3:52; and 4:63.

3. Student role, i.e., the requirements the school places on the student, their degree of impingement, and the basis of motivation attached to them.

   a) requirements:

      1) cognitive: 1:22; 1:23; 2:31; 2:34; 3:40; 5:60; 5:64; 5:69;

      2) behavioral: 1:11; 1:14; 1:15; 1:19; 2:24; 2:25; 2:29; 2:30; 2:33; 2:37; 3:44; 3:53; 4:54 and 4:55.

      3) normative: 1:16; 2:24; 2:26; 2:29; and 5:66.

   b) degree of impingement: 1:13; 1:17; 1:20; 3:39; 3:41; 3:42; 3:48; 3:50; 4:57; 4:58; 5:70 and 5:71.

   c) motivation: 1:12; 2:32; 2:35; 2:37; 3:45; 3:46; 5:59; 5:62; 5:65; and 5:72.

4. Basic structural characteristics: 6:11; 6:37; 8:61; 8:66; 8:75; 8:76; 8:11; 8:12; and 9:13-25.

5. School personnel: 6:14; 6:16; 6:44; 6:46; 7:61; 7:63; 7:64; 7:65; 7:66; and 7:74.

6. School environment (including the student population):

   a) type of student population: 8:21; 8:31; 8:33; 8:43; and 8:53.

   b) parent role vis-a-vis school: 1:18; 1:21; 2:28; 2:36; and 3:47.

   c) other: 8:11; 8:23; 8:31; 8:65; 10:35; and 10:37.

7. Discipline problems: 6:11-13 and 10:34.

Teacher Questionnaire

The Teacher Questionnaire was partially designed to collect information about the school as an organization (along the same lines as the Principal Questionnaire). Most of it, however, was developed in order to focus on the classroom as the unit of analysis, the teacher role and the student role as seen by individual teachers, and adjustment to school as an aggregate phenomenon. The final draft (after pre-testing) is contained in Appendix B. Listed below are the variables which will be measured by means of the teacher questionnaire.

1. Student role, i.e., the requirements the school places on the student, their degree of impingement upon him, and the basis of motivation attached to them.

   a) requirements:

      1) cognitive: 2:22; 2:23; 2:31; 3:34; 3:39; 5:60; 5:64; 5:69; 8:29; 8:30; 8:31; and 10:51.

      2) behavioral: 1:11; 1:14; 1:19; 2:30; 3:33; 3:57; 4:46; 4:51; 4:55; 7:67; 8:31; 9:37; and 9:44.

      3) normative: 1:16; 2:24; 2:26; 2:29; 5:66; 8:29; 8:30; 8:31; 8:37; and 10:51.

   b) degree of impingement: 1:13; 1:17; 1:20; 3:38; 3:40; 3:41; 3:44; 4:47; 4:49; 4:53; 4:54; 4:56; 5:70; 5:71; and 10:62.

   c) motivation: 1:12; 2:32; 3:35; 3:43; 5:59; 5:62; 5:65; 5:72; 9:43; 10:63; 10:64; and 10:67.

2. Adjustment to school: 6:22; 6:38; 6:40; 7:65; 10:52; 11:72; and 11:76.

3. School as an organization: 1:18; 4:45; 4:50; 4:52; 5:61; 6:11; 6:6; 6:34; 6:36; 8:36; 9:50; and 10:60.

4. Teacher

   a) style, classroom, etc.: 5:63; 5:67; 5:68; 7:60; 7:61; 7:63; 7:67; 7:73; 7:11; 7:17; 9:45; and 9:48.

   b) background: 11:11-24.

5. Students: 6:16; 6:22; 6:32; 6:42; and 7:50.

Second Stage

In this, the main stage of the research project, the child's transition from the family into the school and his adjustment to the school and the organizational context of the school will be examined. Whereas the first stage focused on the problem from an entirely "aggregate" perspective, this stage will collect information regarding individual children and their adjustment to school. Given the diverse types of information needed, a variety of data collection instruments and techniques were developed, ranging from interview schedules to evaluation forms to observation.

Teacher Interview Schedule and Classroom Learning Form

These instruments were designed to collect further information regarding the student role (as it is defined in this study), teaching style, classroom organization and atmosphere, and adjustment problems.

Teacher Interview Schedule

Appendix C contains the final draft of the Teacher Interview Schedule. It was developed to measure the variables as stated below.

1. Teacher role: 1:1-2B; 2:3; 6:9; 6:11; 7:12; 10:14; 10:15; and 11:16A-17.

2. Student role:

   a) requirements: 2:A1; 3:B1; 3:C1; and 4:5-6.

   b) impingement: 2:A2; 3:B2; and 4:C2.

   c) motivation: 7-10:13a-i.

3. Adjustment behavior: 5:8; and 6:10.

4. Adjustment problems: 5:7A, 7B; and 7:12.

Classroom Learning Form

Also included in Appendix C is the Classroom Learning Form, which is designed to be used in conjunction with the Teacher Interview Schedule. Its purpose is to collect additional information about the school classroom as a context for adjustment. Here the distinction is made between what the teacher expects her pupils to be like when they first enter the class and what she expects them to be like when they leave her class at the end of the school year. The instrument is constructed in such a way as to obtain several different types of information, as outlined below.

1. Teacher expectations for entering students: 1:11-51 (Column I); 2:55-73 (Column I); and 1:1-3 (Column I).

2. Teacher expectations for students at the end of the school year: 1:11-51 (Column II); 2:55-73 (Column II); and 1:1-B (Column II).

3. Degree of "press" on the pupils: 1:11-51 (Columns I and II). (Note: this will be obtained by assigning numerical values to each response category and then summating them.)

Pupil Evaluation Form

The Pupil Evaluation Form was designed to collect data on the extent to which each student "conforms" to teacher expectations for pupil behavior, changes in the pupil since the start of the school year, adjustment of problems, degree of adjustment, and other factors pertinent to his behavior in school. The final draft of this form is provided in Appendix D, and the specific variables it will measure are listed below.

1. Conformity to teacher expectations: 1:11-51 (Columns I and II); 3:28; and 4:40.

2. Personality characteristics: 2:53-71 (Column I).

3. Changes in personality characteristics: 2:53-71 (Column II); and 4:35.

4. Adjustment problems: 2:11 and 14; 3:17; 3:20; and 4:30.

5. Degree of adjustment: 3:28 and 4:29.

Parent Interview Schedule

As shown in Appendix E, a Parent Interview Schedule was constructed. It will be used as a means of obtaining information regarding the pupils' home life, family background, peer group activities, adjustment to school, changes in behavior since starting school, as well as prior experience in a "school type" setting. These dimensions and their measures are specified below.

1. Prior "school type" experience: 1:1-2.

2. Home life: 1:3; 2:5; 5:15; 6:16; 7:19B, 20B, and 21C; 8:23 and 24; 11: 36A and B; 12-38; and 13:44-47.

3. Family background: 12:39-43; and 14:49.

4. Peer group activities: 9:29A-C; and 10:30-33.

5. Adjustment to school: 2:4-5; 3:6-8; 4:9-12; 6:17; 7:19-21B and 8:22.

6. Change in behavior: 5:13-14.

Pupil Interview Schedule

It was also decided to devise a means of collecting information directly from the pupils regarding their perceptions of school. Appendix F contains the Pupil Interview Schedule. As will be noted, it was designed to be used in conjunction with a series of pictures depicting various facets of the child's relationship to the school.

Observation

Finally, it was felt that some form of classroom observation would be imperative, both as a "check" on some of the information collected by the means described above and as a method of gathering information on some of the dynamics of the adjustment process to school. It would seem premature, however, to devise any form of an observation schedule without at least some informal observation. What is planned, therefore, is to undertake informal observations of several classrooms during the first stage of the study, and from the insights gained through this develop an observation schedule for a more formal and systematic observation.

Data Collection Procedures

As the lists of research objectives and variables indicate, adjustment to school is thought to be affected by factors operating at several different levels of analysis, e.g., organizational and structural variables, social-psychological variables, and psychological variables. Because of this diversity, it is proposed that data be collected in two stages.

The first year of data collection will focus on the school as the unit of inquiry. During this period, organizational and structural variables of schools will be measured through the self-administered Principal and Teacher Questionnaires. These will be mailed to the principals and kindergarten and first grade teachers at a sample of 99 schools containing a kindergarten and/or first grade classroom in the Philadelphia area. The sample will be a disproportional one of 33 urban schools (i.e., schools within the legal boundaries of the city of Philadelphia), 33 suburban schools and 33 rural schools.[2] Thus there will be 99 principals in the sample and approximately 800 teachers.[3] Informal classroom observation will also be conducted during this period.

During the second year of the study, the unit of inquiry will shift to the individual beginning school pupil and his or her adjustment to the

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[2] In each instance, 11 large schools, 11 medium size, and 11 small schools will be selected.

[3] The population of schools for study is limited to those in and around the Philadelphia area in order to better assure ease of access in terms of both spatial proximity and support of schools for the study. This is not as important in the first stage of the study where only mailed-out questionnaires are used to obtain information on the school as a context for adjustment and to identify those schools for further study, as it is in the second stage in which interviews are conducted with parents, teachers, and students, and in which formal classroom observation will be necessary. The possibility of using these schools for the study has already been explored, and the indications are that the necessary cooperation will be readily obtained.

school as an organization. As the theoretical section of the report indicates, it is felt that the way in which the school defines the student "role" is crucial to the child's adjustment to it. A dimensional sample (cf. Arnold, 1970 for a discussion of this type of sampling) of schools from the original sample will be selected, according to the way the school defines the student role and adjustment success. This will yield a sub-sample of 16 schools, one in each cell of a sampling frame formed using the variables of: 1) requirements made on students (cognitive learning versus social and psychological development; 2) impingement on student (rigid or not rigid); 3) type of motivation emphasized (internal or external); and 4) adjustment success of students (high versus low). We will then select one first grade teacher and one kindergarten teacher in each of these schools (32 teachers in all) to be interviewed and to observe their classroom, and Pupil Evaluation Forms will be completed on all of the pupils in these teachers' classes (approximately 960).[4] A subsubsample of 9 students within each of these classes (3 having made a "good" adjustment to school, 3 an "average" adjustment, and 3 a poor adjustment) will then be selected and interviews with them and their parents conducted (288 student interviews and 288 parent interviews).

Although the sampling procedures are admittedly rather complicated, they seem necessary in order to insure the presence of the crucial variables and a manageable data collection.

Projected Data Analysis

The analysis of the first wave of data from the Principal and Teacher Questionnaires will focus on an examination of the relationship between adjustment success to school and the organizational nature of the school (Research Objective I). In order to accomplish this it first will be necessary to characterize each school in terms of the student "role" as defined in the study. Then this will be related to the aggregate data on adjustment. Data analysis here will also examine how the school's definition of the student role varies with certain other organizational variables (e.g., size, complexity) and environmental variables (e.g., degree of support from community, heterogeneity of community).[5] From

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[4]The teachers selected for interview will be the ones most representative of what that school is like in terms of the dimensions of our sampling frame.

[5]It is planned that the data will be analyzed in various other ways as well, but these are the most basic.

the categorization of the student role and adjustment success in these schools, the 32 schools for more intensive analysis will also be selected.

The data analysis of the second stage of the study will be directed toward meeting Research Objectives II and III. These have to do with a further examination of what may account for differences in the outcome of adjustment and with an investigation of the patterns and processes of adjustment to school. A further examination on the relationship between adjustment and the organizational nature of schools is also planned, but, unlike the first stage, data on the adjustment of individual children will be available.

Important to this analysis will be the relating of adjustment outcome and ease of adjustment to family and peer group variables, as well as variables pertaining to the school as an organization. Thus it will be important to look at how family support, life style, and background is related to adjustment to school, how peer group involvement and personality also enter in, and if previous experience with school type settings is related to either ease or success in adjustment. Also to be examined will be the relationship between psychological adjustment and social adjustment, and what other variables may govern the nature of this relationship. It is also here that an extensive description of the patterns and processes of children's adjustment to school, over time, will be developed. Relying primarily on classroom observation, but not neglecting data collected from other sources, a series of stages and changes children undergo upon involvement to school will be formulated.

Time Schedule

Chart 1 shows the planned time schedule for the entire study.

Chart 1. Time Schedule for Main Activities of the Study

Activities	First Year						Second Year												Third Year												Fourth Year				
	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M
1. Selection of sample	X	X	X	X	X																														
2. Preparation of Principal and Teacher Questionnaires for mailing	X	X	X	X																															
3. Informal Classroom Observation		X	X	X	X																														
4. Principal and Teacher Questionnaire mailing					X	X																													
5. First stage data analysis								X	X	X	X	X	X	X	X																				
6. Selection of subsample												X	X																						
7. Formal Classroom Observation														X	X	X	X																		
8. Teacher Interviews																	X	X																	
9. Selection of subsubsample																		X	X																
10. Pupil Interviews																				X	X														
11. Parent Interviews																				X	X														
12. Second stage data analysis																		X	X	X	X	X	X	X	X	X	X	X	X	X	X				
13. Final report preparation																													X	X	X	X	X	X	X
Activities	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M
	First Year							Second Year												Third Year												Fourth Year				

References
(Chapter 5)

Arnold, David O.
1970 Dimensional sampling: an approach for studying a small number of cases. The American Sociologist 5: 147-150.

Chapter 6. Summary and Conclusions

This final report contains the research instruments and design for a study of the adjustment and adaptation of children to the organizational context of the school. Pursuant to these objectives, the concepts of adjustment and adaptation were first examined, and the ones guiding the study specified. Next, some of the existing literature bearing on the general topic was presented, and insights contained in this literature offered. Third, the general theoretical and conceptual orientations on which the study will be based were set forth and three general research objectives formulated. Fourth, the various and sundry instruments to collect the necessary data were described, along with the variables they were designed to measure. Following this, the methods of data collection were stated, including the sampling design. Finally, projected methods of data analysis were offered.

Although the basic instruments and strategies are felt to be well-formulated and will be subject to little change, the study, should it materialize, will hopefully grow from there. This will be particularly true of the data analysis. Only a brief sketch of the general method of accomplishing the research objectives was offered. The actual data analysis will obviously necessitate considerable thought and decision making as to the best of a plethora of possible ways of organizing, summarizing, handling, and explaining the myriad of information collected, consistent with the dictates of sound methodology and planned further theoretical and conceptual development. It is the author's hope that the proposed study will materialize to this point.

Appendix A

Principal Questionnaire:
Parts I and II

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

Graduate School of Education

Dear Principal:

The Sociology of Education Program at the University of Pennsylvania is conducting research on the adjustment of children to school during the early grade levels. As one part of this study, it is necessary for us to examine some of the differences between schools in our society. The enclosed questionnaire was designed to collect information from school principals as to some of these possible differences.

We are asking for your assistance in this part of the study by providing us with the requested information about your school. We realize, however, that your schedule is extremely busy; so we have designed the questionnaire in two parts. The first part is designed to obtain information about how you view the school, and we ask you to fill out these pages personally. The second part requests general information about the school and you may wish to turn this section over to one of your administrative assistants or secretaries to be completed.

All of your individual responses, as well as those of anyone else assisting in the completion of this questionnaire, will be held in the strictest confidence. They will be seen only by the researchers working on the project. To further insure the confidentiality of the data, no identification of any school or any individual will be made in any presentation of the study.

We do, however, need to have individual names and the name of individual schools in order to relate the information obtained through this questionnaire to certain other information we will collect about the schools in our sample. Please provide your name, the name of your school, as well as the school system and city or town in which it is located in the space provided on the inside cover of the questionnaire.

When you have completed the questionnaire, please place it in the stamped, self-addressed envelope which we have provided and mail it to us.

Thank you in advance for your assistance in this important study.

Cordially,

Russell Thornton

Russell Thornton
Coordinator
Sociology of Education

RT:b

Enclosure

SCHOOL CONTEXT SURVEY: PRINCIPAL QUESTIONNAIRE

PART I: TO BE COMPLETED BY PRINCIPAL

SPONSORED BY THE GRADUATE PROGRAM IN THE SOCIOLOGY
OF EDUCATION OF THE UNIVERSITY OF PENNSYLVANIA

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. You will find that each section of the questionnaire can be completed rather quickly. Please follow the instructions very carefully when they are given.

2. If you have difficulty in answering any question, please give your best estimate or appraisal. If, after responding to a question, you would like to comment on it please do so by writing in the margin.

3. Unless otherwise indicated, please check only one response to each question.

4. In completing the questionnaire, you may wonder about the number system used and the occasional card number in parentheses. These procedures have been used to facilitate the I.B.M. tabulation of the data.

5. Please provide us with your name and the name of your school, as well as the school system and city or town in which it is located in the space below.

6. The questionnaire is composed of two parts: Part I, which you are requested to complete, and Part II, which may be delegated to some other qualified person. When both parts have been completed, please fold them and mail them to us in the enclosed self-addressed, stamped envelope.

Name _____ School _____

School System _____ Location _____

PART I
Section A

Instructions

Please indicate whether each of the following statements is or is not characteristic of your school as it exists this year. Please do so by putting a "X" in the box which best describes how the statement applies to your school. Please use the following categories:

1) statement is very characteristic of this school.
2) statement is somewhat characteristic of this school.
3) statement is somewhat uncharacteristic of this school.
4) statement is very uncharacteristic of this school.

IN THIS SCHOOL:	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
11. it is important that the pupils be quiet and orderly at all times.	☐	☐	☐	☐
12. competition between students is encouraged.	☐	☐	☐	☐
13. there is a prescribed curriculum which all teachers at a given grade level are expected to follow.	☐	☐	☐	☐
14. it is important that children learn to work together in a group.	☐	☐	☐	☐
15. it is important that the children be neat and clean at all times.	☐	☐	☐	☐
16. administrators and teachers try to guide the pupils to what is morally right and wrong.	☐	☐	☐	☐
17. rules are used only as a guide to behavior and enforcement is mitigated by individual circumstances.	☐	☐	☐	☐
18. parents' wishes about school policy are sought and given serious consideration.	☐	☐	☐	☐
19. one of the teacher's most important functions is keeping order.	☐	☐	☐	☐
20. pupils follow much the same basic schedule each day.	☐	☐	☐	☐
21. parents take steps to help their children whenever a learning problem is brought to their attention.	☐	☐	☐	☐
22. pupils seem to lose their curiosity as they progress from kindergarten to the highest grade.	☐	☐	☐	☐
23. the ability to memorize material is extremely necessary if a pupil is to do well.	☐	☐	☐	☐

	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
24. it is important that the pupils are polite and have good manners.	☐	☐	☐	☐
25. punctuality and the ability to stick to a task are two of the most important habits which are learned.	☐	☐	☐	☐
26. it is felt that a sloppy student usually does sloppy work.	☐	☐	☐	☐
27. teachers do most of the talking in class.	☐	☐	☐	☐
28. parents have a clear expectation of what they wish the school to accomplish with their children.	☐	☐	☐	☐
29. a well-groomed student usually does better in school than an unkempt student.	☐	☐	☐	☐
30. it is generally thought best if the children stay in their seats while class is in session.	☐	☐	☐	☐
31. creativity and the ability to express oneself are of utmost importance.	☐	☐	☐	☐
32. occasional failure is considered to be beneficial for the pupils.	☐	☐	☐	☐
33. pupils may move from place to place only with permission from the staff.	☐	☐	☐	☐
34. a primary educational goal is to teach the child the skills and knowledge necessary for functioning in the adult world.	☐	☐	☐	☐
35. it is frequently necessary for the teachers to let the pupils know who is the boss.	☐	☐	☐	☐
36. parents often disagree with the way the administrators and teachers carry out their jobs.	☐	☐	☐	☐
37. children are encouraged to help each other with their work in class.	☐	☐	☐	☐
38. pupils are often sent on errands within the school by themselves.	☐	☐	☐	☐

	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
39. pupils are frequently given opportunities to make their own decisions.	☐	☐	☐	☐
40. the teacher's primary function is to teach basic skills and concrete knowledge.	☐	☐	☐	☐
41. conformity to all school rules is very important.	☐	☐	☐	☐
42. diversity in student abilities is recognized and programs are tailored to these individual needs.	☐	☐	☐	☐
43. teachers, especially in the early primary grades, act as substitute mothers.	☐	☐	☐	☐
44. before pupils, especially very young ones, can learn they must be taught to sit quietly and pay attention.	☐	☐	☐	☐
45. pupils are often given extra work to do at recess or after school if they behave badly in class.	☐	☐	☐	☐
46. teachers often discuss with pupils what kind of projects they would like to do.	☐	☐	☐	☐
47. parents' wishes about overall school policy are sought and given serious consideration.	☐	☐	☐	☐
48. children are supervised at all times to prevent any trouble.	☐	☐	☐	☐
49. administrators and teachers have a responsibility to help the pupils get along with other children.	☐	☐	☐	☐
50. strict enforcement of the rules is necessary to prepare the pupils to follow the rules in adult life.	☐	☐	☐	☐
51. the principal often talks to the pupils informally in his office and in the halls.	☐	☐	☐	☐
52. I regularly consult with the teachers concerning the development and planning of changes in school policy.	☐	☐	☐	☐
53. order in the classroom must be obtained before learning can begin.	☐	☐	☐	☐

	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
54. pupils need written permission to be out of the classroom during the class time.	☐	☐	☐	☐
55. there are specific rules and regulations as to how the children are to move from classroom to classroom or from classroom to the outside.	☐	☐	☐	☐
56. we are very successful in developing the type of pupils we want.	☐	☐	☐	☐
57. we try to get all the pupils to develop pretty much the same characteristics.	☐	☐	☐	☐
58. the same problem is handled different ways for different pupils.	☐	☐	☐	☐

Thank you for completing Section A of the Questionnaire. Please now complete Sections B and C and then you may turn the questionnaire over to one of your assistants if you so desire.

PART I

Section B

Instructions

Please indicate which one of each of the following pairs of statements best describes this school. It is realized that in certain instances both statements may describe your school, but please check the one which best describes it, even though the choice may be a very difficult one.

IN THIS SCHOOL:

59. Each child is evaluated in comparison to:
___ (1) his own past performance.
___ (2) some standard group norm.

60. The ability to:
___ (1) memorize material is the most important ability needed to earn good grades.
___ (2) understand the underlying principles of the material is the most important ability needed to earn good grades.

61. The principal's primary job is to:
___ (1) be an innovator of change.
___ (2) run the school along the lines that already exist.

62. It is felt that:
___ (1) all children ought to learn at about the same rate.
___ (2) each child ought to be allowed to learn at his or her own speed.

63. The most valued teacher is the one who:
___ (1) can keep order and quiet in the classroom.
___ (2) is warm and nurturing to the children.

64. The teacher's primary function is to:
___ (1) present material to the pupils and get them to remember it.
___ (2) create an atmosphere in which the pupils will learn by themselves.

65. Learning is:
___ (1) a serious matter and involves a lot of hard work for both the teacher and the pupils.
___ (2) exciting and interesting and should be enjoyable for both the teacher and the pupils.

66. A primary objective is to:
___ (1) develop the potential of each child to the fullest.
___ (2) teach the children how to get along in the adult world.

67. Children:
___ (1) can succeed in school no matter what their background.
___ (2) often come from such a disadvantaged background that they can rarely succeed in school.

68. Learning is thought to be enhanced when classes are organized so that:
___ (1) children of like ability are placed together.
___ (2) children from several ability levels are grouped together.

69. A primary objective is to:
___ (1) teach the children basic knowledge and skills.
___ (2) develop the individual personalities of the children.

70. Pupils are encouraged:
___ (1) to develop along similar lines.
___ (2) to develop along different lines.

71. Pupils who behave differently from the majority of other pupils are:
___ (1) allowed to do so, as long as serious problems don't arise.
___ (2) are encouraged to change their behavior to conform to the other students.

72. Potential disciplinary problems are best handled by:
___ (1) telling the pupil what will happen to him if he continues to behave in a particular way.
___ (2) telling the pupil why he shouldn't behave in a particular way.

Please now complete Section C.

PART I
Section C

Instructions

Please complete the following two questions.

(Card II)

11. Approximately what percentage of the pupils in your school would you classify as discipline problems?
_____% of the students are discipline problems.

13. Of all the discipline problems you handle, approximately what percentage would you attribute to: (Note: some problems may fall into more than one category and thus the total may be more than 100%.)
____% Problems with subject material such as reading, language skills, or math.
____% Problems in getting along with other pupils in school.
____% Problems in getting along with teachers in school.
____% Problems in adjusting to school rules and regulations.
____% Problems related to a negative attitude toward school and school achievement.
____% Problems related to negative family attitudes toward school which affects the pupil's behavior in school.

Instructions

Please now provide the following background information about yourself.

(Card III)

11. How many years have you been the principal of this school? ____ years

13. Have you ever been the principal of another school, either elementary or secondary?
____ (1) No
____ (2) Yes
If yes, for how many years?
_____ years

16. How many years of teaching experience have you had? _____ years

18. What is the highest degree you have earned?
___ (1) high school degree
___ (2) bachelors degree
___ (3) master's degree
___ (4) master's plus 30 hours or more of additional graduate work
___ (5) doctor's degree

19. In what part of the United States is the institution from which you received your highest degree located:
___ (1) Northeast
___ (2) Southeast
___ (3) Midwest
___ (4) Southwest
___ (5) Farwest

20. When were you born? _____

22. Are you:
___ (1) Male
___ (2) Female

23. What is your race?
___ (1) White
___ (2) Black
___ (3) Oriental
___ (4) Puerto Rican
___ (5) Other (please specify)
_____

24. What is your marital status?
___ (1) single
___ (2) married
___ (3) separated
___ (4) divorced
___ (5) widowed

Thank you very much for your assistance. You may now turn the questionnaire over to an assistant for completion.

SCHOOL CONTEXT SURVEY: PRINCIPAL QUESTIONNAIRE

PART II: TO BE COMPLETED BY PRINCIPAL OR ASSISTANT

SPONSORED BY THE GRADUATE PROGRAM IN THE SOCIOLOGY
OF EDUCATION OF THE UNIVERSITY OF PENNSYLVANIA

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. You will find that each section of the questionnaire can be completed rather quickly. Please follow the instructions very carefully when they are given.

2. If you have difficulty in answering any question, please give your best estimate or appraisal. If, after responding to a question, you would like to comment on it please do so by writing in the margin.

3. Unless otherwise indicated, please check only one response to each question.

4. In completing the questionnaire, you may wonder about the number system used and the occasional card number in parentheses. These procedures have been used to facilitate the I.B.M. tabulation of the data.

5. Please provide us with your name and the name of your school, as well as the school system and city or town in which it is located in the space below.

Name _____ School _____

School System _____ Location _____

PART II

Position of Person Filling Out This Section _____

Instructions

Please provide us with the following information. When you are able to provide the exact information requested, please do so. If, however, you are not able to provide the exact information, please give us your best estimate.

(Card IV)

11. For each grade level contained in your school, please list the total number of pupils in each grade and the number of classes at that grade level.

	Number of Pupils	Number of Classes
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Total		

(Card V)

11. Please place an "X" next to the services which are available to the students in this school.

psychological testing _____
psychological counseling _____
remedial reading _____
special education for the retarded _____
annual medical check-ups _____
annual dental check-ups _____
annual hearing check-ups _____
annual vision check-ups _____
free breakfasts _____
free lunches _____
free milk _____
speech therapy _____

24. How many full-time, salaried teachers are currently on the teaching staff of this school?
_____ full-time, salaried teachers

26. How many of these teachers are men?
_____ full-time, salaried male teachers

28. Please place an "X" next to the facilities in the following list that are present in this school.

gymnasium _____
swimming pool _____
cafeteria _____
library _____
language labs _____
reading labs _____
vocational shop _____
science room _____
home economics room _____

37. Please estimate the total physical size of your school building (or buildings) in square feet.
_____ square feet

44. How many part-time, salaried and/or volunteer teachers are currently on the teaching staff of this school?
_____ part-time salaried and/or volunteer teachers

46. Please place an "X" in column I if the following professionals are present in this school full-time, and place an "X" in column II if they are present part-time.

I full-time	II part-time	
____	____	medical doctor
____	____	nurse
____	____	reading specialist
____	____	librarian
____	____	psychologist
____	____	guidance counselor
____	____	speech therapist

61. How many of the full-time salaried teachers are new this year?
_____ new teachers

63. How many of the full-time salaried teachers have served in this school:
_____ less than 1 year
_____ 1 to 5 years
_____ 6 to 10 years
_____ 11 to 20 years
_____ 21 to 30 years
_____ TOTAL NUMBER

64. How many of the full-time teachers are:
_____ Caucasian
_____ Black or Negro
_____ Puerto Rican
_____ Oriental
_____ Other
_____ TOTAL NUMBER

65. How many of the full-time salaried teachers on the staff of this school have a graduate level degree (e.g. MA, MS, Ed.D, Ph.D)?
_____ teachers with graduate degrees

66. Please list the number of the following supportive personnel present in this school.
_____ secretaries
_____ receptionists
_____ custodians
_____ non-teaching assistants

74. Are there department heads or grade chairmen in this school?
_____ (1) Yes
_____ (2) No

(Card VI)

11. What percentage of the students attending this school were assigned on the basis of:

residential boundaries?	_____ %
bussing from outside the residential boundaries?	_____ %
parental desire?	_____ %
other? (please specify)	
(a)_____	_____ %
(b)_____	_____ %
TOTAL	100 %

21. How many transfer students did this school receive this year?
_____ transfer students

23. Approximately what percentage of the elementary school-age children residing within the attendance boundaries of this school:

actually attend this school?	_____ %
are bussed to public schools outside the boundaries?	_____ %
attend parochial schools?	_____ %
attend other private schools?	_____ %
TOTAL	100 %

31. Approximately what percentage of the students attending this school come from families receiving some form of welfare assistance? _____ %

33. Approximately what percentage of the students attending this school reside in:

public housing projects?	_____ %
private apartment buildings?	_____ %
row houses?	_____ %
twin houses?	_____ %
single houses?	_____ %
TOTAL	100 %

43. Please indicate what percentage of the students attending this school are:

Caucasian?	_____ %
Black or Negro?	_____ %
Puerto Rican?	_____ %
Oriental?	_____ %
Other?	_____ %
TOTAL	100 %

53. Please indicate what percentage of the students attending this school are:

Protestant?	_____ %
Catholic?	_____ %
Jewish?	_____ %
Other?	_____ %
TOTAL	100 %

61. What is the annual per pupil expenditure of this school? $_____

65. Is the school building utilized by students or community groups for special programs or activities during the evening hours and on week-ends?
____ (1) yes, regularly
____ (2) yes, occasionally
____ (3) no, never

66. Please indicate at which grade levels standard achievement tests are administered. (Please check all that are appropriate.)
____ (1) kindergarten
____ (2) first grade
____ (3) second grade
____ (4) third grade
____ (5) fourth grade
____ (6) fifth grade
____ (7) sixth grade

67. What time do the students start school in the morning?
_____ A.M.

71. What time do the students leave school at the end of the day?
_____ P.M.

75. Are teachers in this school required to write evaluations of their students' progress?
____ (1) yes, with every report card
____ (2) yes, but not with every report card
____ (3) no

76. Which officials are primarily responsible for handling discipline in this school? (You may check more than one of the following.)

____ principal
____ assistant principal
____ guidance counselors
____ specially assigned teachers
____ individual teachers
____ other (please specify)
_____

(Card V[illegible])

11. Are parents notified if their child is repeatedly truant from this school?
____ (1) yes, always
____ (2) yes, sometimes
____ (3) no

12. Are written excuses required from parents to explain a child's absence from school?
____ (1) yes, always
____ (2) yes, sometimes
____ (3) no

13. Does this school have a formal dress code?
____ (1) yes
____ (2) no

14. Is student traffic in the corridors monitored and kept moving in single directions?
____ (1) yes
____ (2) no

15. Are students required to have passes to be in the corridors between classes?
____ (1) yes
____ (2) no

16. Are parents notified if their child is suspended from school?
____ (1) yes
____ (2) no

17. Are parents required to come to school if their child is suspended?
____ (1) yes
____ (2) no

18. Are students allowed to enter the building before school in the morning?
____ (1) yes, always
____ (2) sometimes, at staff member's discretion
____ (3) no, never

19. Does the building remain open after school hours for use by the students?
____ (1) yes, always
____ (2) yes, sometimes
____ (3) no

20. Does this school sponsor an afternoon sports program for students?
____ (1) yes
____ (2) no

21. At what grade level is it possible for a student to receive a failing grade for the first time?
_____ grade

22. Does this school have a program for tracking students within grade levels?
____ (1) no
____ (2) yes
If yes, for which students does this system apply?
____ 1) for all students
____ 2) for the best students only
____ 3) for the poorest students only
____ 4) for the mentally or physically handicapped only
____ 5) other (please specify)
_____

At what grade level does this tracking start? _____

Please indicate which of the following factors are used in determining which students get assigned to a particular track. (You may check more than one.)
____ achievement test scores
____ school grades
____ intelligence test scores
____ teacher recommendations
____ parent conferences
____ disciplinary problems of students
____ mental or physical disabilities
____ other (please specify)
_____

34. Has this school experienced any of the following problems with students during this school year? (Please check all that have occurred.)
____ (1) smoking cigarettes
____ (2) use of drugs
____ (3) racial tension
____ (4) physical violence within school
____ (5) physical violence while traveling to school
____ (6) vandalism

35. How many bond (or additional millage) issues has the district in which this school is located voted on during the last 5 years?
_____ bond or millage issues

37. How many of these issues were approved by the voters?
_____ were approved

THANK YOU FOR YOUR ASSISTANCE IN COMPLETING THIS QUESTIONNAIRE. Would you now mail the two parts of this questionnaire to us in the enclosed stamped, self-addressed envelope? Would you also please enclose in this envelope a blank report card (or evaluation form) used by this school and any student and/or teacher handbooks which are distributed in this school?

Appendix B

Teacher Questionnaire

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

Graduate School of Education

Dear Teacher:

The Sociology of Education Program at the University of Pennsylvania is conducting research on the adjustment of children to school during the early grade levels. As one part of this study, it is necessary for us to examine some of the differences between schools in our society. The enclosed questionnaire was designed to collect information from kindergarten and first grade teachers as to some of these possible differences.

We are asking for your assistance in this part of the study by providing us with the requested information about how your school and your classroom operate. Please answer the questionnaire in terms of only the class of pupils you are teaching this year. If you are teaching more than one class of pupils, please answer the questions with reference to the largest class you teach. (If you do not teach children at the kindergarten or first grade level, please provide us only with the information requested on the inside cover of the questionnaire and then return the questionnaire to us.)

All of your individual responses will be held in the strictest confidence. They will be seen only by the researchers working on the project. To further insure the confidentiality of the data, no identification of any school or any individual will be made in any presentation of the study.

We do, however, need to have individual teacher names and the name of the individual schools in order to relate the information obtained through this questionnaire to certain other information we will collect about the schools in our sample. Please provide your name and the name of your school, as well as the school system and city or town in which it is located in the space provided on the inside cover of the questionnaire.

When you have completed the questionnaire, please place it in the stamped, self-addressed envelope which we have provided and mail it to us.

Thank you in advance for your assistance in this important study.

Cordially,

Russell Thornton

Russell Thornton
Coordinator
Sociology of Education

RT:h

Enclosure

SCHOOL CONTEXT SURVEY: TEACHER QUESTIONNAIRE

SPONSORED BY THE GRADUATE PROGRAM IN THE SOCIOLOGY
OF EDUCATION OF THE UNIVERSITY OF PENNSYLVANIA

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. You will find that each section of the questionnaire can be completed rather quickly. Please follow the instructions very carefully when they are given.

2. If you have difficulty in answering any question, please give your best estimate or appraisal. If, after responding to a question, you would like to comment on it please do so by writing in the margin.

3. Unless otherwise indicated, please check only one response to each question.

4. In completing the questionnaire, you may wonder about the numbering system used and the occasional card number in parentheses. These procedures have been used to facilitate the I.B.M. tabulation of the data.

5. Please provide us with your name and the name of your school, as well as the school system and city or town in which it is located in the space below.

6. When you have completed the questionnaire please fold it and mail it to us in the enclosed self-addressed, stamped envelope.

Your Name_____ School_____

School System_____ Location_____

_____ I do not teach either kindergarten or first-grade children, and am returning the unanswered questionnaire to you.

Part I
Section A

Instructions

Please indicate, by putting an "x" in the appropriate box, whether each of the following statements is or is not characteristic of your classroom as it operates this year. Please check the one response that best describes how the statement applies to your classroom. Please use the following response categories:

1) statement is very characteristic of my classroom
2) statement is somewhat characteristic of my classroom
3) statement is somewhat uncharacteristic of my classroom
4) statement is very uncharacteristic of my classroom

IN MY CLASSROOM: (Card I)	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
11. it is important that the pupils be quiet and orderly at all times.	☐	☐	☐	☐
12. competition between students is encouraged.	☐	☐	☐	☐
13. there is a prescribed curriculum which the administrators expect teachers at my grade to follow.	☐	☐	☐	☐
14. it is important that children learn to work together in a group.	☐	☐	☐	☐
15. it is important that the children be neat and clean at all times.	☐	☐	☐	☐
I try to guide the pupils to what is morally right and wrong.	☐	☐	☐	☐
17. rules are guides to behavior and need not be enforced strictly.	☐	☐	☐	☐
18. the parents' wishes about classroom policy are sought and given serious consideration.	☐	☐	☐	☐
19. one of my most important functions is keeping order.	☐	☐	☐	☐
20. pupils follow pretty much the same basic schedule each day.	☐	☐	☐	☐

	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
IN MY CLASSROOM:				
21. parents take steps to help their children whenever a learning problem is brought to their attention.	☐	☐	☐	☐
22. pupils seem to lose their curiosity as the year progresses.	☐	☐	☐	☐
23. the ability to memorize material is extremely necessary if a pupil is to do well.	☐	☐	☐	☐
24. it is important that the pupils are polite and have good manners.	☐	☐	☐	☐
25. punctuality and the ability to stick to a task are two of the most important habits which are learned.	☐	☐	☐	☐
26. it is felt that a sloppy student usually does sloppy work.	☐	☐	☐	☐
27. I do most of the talking in class.	☐	☐	☐	☐
28. parents have a clear expectation of what they wish me to accomplish with their children.	☐	☐	☐	☐
29. I feel that a well-groomed student usually does better in school than an unkempt student.	☐	☐	☐	☐
30. I feel that it is best if the children stay in their seats while class is in session.	☐	☐	☐	☐
31. creativity and the ability to express onself are of utmost importance.	☐	☐	☐	☐
32. occasional failure is considered to be beneficial for the pupils.	☐	☐	☐	☐

	Very Characteristic 1	Characteristic 2	Uncharacteristic 3	Very Uncharacteristic 4
IN MY CLASSROOM:				
33. pupils may move from place to place only with my permission.	☐	☐	☐	☐
34. a primary educational goal is to teach the child the skills and knowledge necessary for functioning in the adult world.	☐	☐	☐	☐
35. it is frequently necessary for me to let the pupils know who is the boss.	☐	☐	☐	☐
36. the children are encouraged to help each other with their work in class.	☐	☐	☐	☐
37. pupils are often sent on errands within the school by themselves.	☐	☐	☐	☐
38. pupils are frequently given opportunities to make their own decisions.	☐	☐	☐	☐
39. I feel that my primary function is to teach basic skills and concrete knowledge.	☐	☐	☐	☐
40. conformity to all school rules is very important.	☐	☐	☐	☐
41. diversity in student abilities is recognized and the programs are tailored to these individual needs.	☐	☐	☐	☐
42. I try to act as a substitute mother to the children.	☐	☐	☐	☐
43. the pupils are given extra work to do at recess or after school if they behave badly in class.	☐	☐	☐	☐
44. I often discuss with the pupils what kind of projects they would like to do.	☐	☐	☐	☐

	Very Characteristic	Characteristic	Uncharacteristic	Very Uncharacteristic
	1	2	3	4
IN MY CLASSROOM:				
45. the parents' wishes about over-all school policy are sought and given serious consideration.	☐	☐	☐	☐
46. before pupils can learn, they must be taught to sit quietly and pay attention.	☐	☐	☐	☐
47. the children are supervised at all times to prevent any trouble.	☐	☐	☐	☐
48. I have a responsibility to help the pupils get along with other children.	☐	☐	☐	☐
49. I feel that strict enforcement of classroom rules is necessary to prepare the pupils to follow the rules in adult life.	☐	☐	☐	☐
50. I and other teachers are regularly consulted by the administrators concerning the development and planning of changes in school policy.	☐	☐	☐	☐
51. order in the classroom must be obtained before learning can begin.	☐	☐	☐	☐
52. I am very successful in developing the type of pupils I want.	☐	☐	☐	☐
53. I try to get all the pupils to develop pretty much the same characteristics.	☐	☐	☐	☐
54. the same problem is handled different ways for different pupils.	☐	☐	☐	☐
55. I have specific rules and regulations on how the pupils are to move from classroom to classroom or from classroom to outside.	☐	☐	☐	☐
56. I often make substantial changes in the curriculum set down for my grade level by the administrators.	☐	☐	☐	☐

Part I
Section B

Instructions

Please indicate which one of each of the following pairs of statements best describes your classroom. It is realized that in certain instances both statements may describe your classroom, but please check the one which best describes it even though the choice may be a very difficult one.

In my classroom:

59. Each child is evaluated in comparison:
___1) to his own past performance.
___2) to a standard group norm.

60. The ability to:
___1) memorize material is the most important ability needed to earn good grades.
___2) understand the underlying principles of the material is the most important ability needed to earn good grades.

61. I feel the principal's primary job should be to:
___1) be an innovator of change.
___2) run the school along the lines that already exist.

62. I feel that:
___1) all children ought to learn at about the same rate.
___2) each child ought to be allowed to learn at his or her own rate.

63. I feel that the best teacher is the one who:
___1) can keep order and quiet in the classroom.
___2) is warm and nurturing to the children.

64. I try to:
___1) present material to the pupils and get them to remember it.
___2) create an atmosphere in which the pupils will learn by themselves.

65. Learning is:
___1) a serious matter and involves a lot of hard work for both me and the pupils.
___2) exciting and interesting and should be enjoyable for both me and the pupils.

66. I am more concerned with:
___1) developing the potential of each child to the fullest.
___2) teaching the children how to get along in the adult world.

67. Children:
___1) can succeed no matter what their background.
___2) often come from such a disadvantaged background that they can rarely succeed.

68. Learning is enhanced when classes are organized so that:
___1) children of like ability are placed together.
___2) children from several ability levels are grouped together.

69. A primary objective is to:
___1) teach the children basic knowledge and skills.
___2) develop the individual personalities of the children.

70. Pupils in my class:
___1) are encouraged to develop along similar lines.
___2) are encouraged to develop along different lines.

71. Pupils who behave differently from the majority of other pupils are:
___1) allowed to do so, as long as serious problems don't arise.
___2) are encouraged to change their behavior to conform to the other students.

72. Potential discipline problems are best handled by:
___1) telling the pupil what will happen to him if he continues to behave in a particular way.
___2) telling the pupil why he should not behave in a particular way.

Instructions

Please answer the following items pertaining to your kindergarten of first grade class. (If you teach more than one class, please answer with reference to your largest class.)

- -

(Card II)

11. What grade do you teach?

____1) kindergarten

____2) first grade

If you teach kindergarten, how many of the pupils in this class attended some form of nursery school of other pre-kindergarten center? _____

If you teach first grade, how many of the pupils in this class have attended kindergarten or some form of nursery school or pre-kindergarten?____

16. Please indicate below how many boys and how many girls are in this class.

_____ boys

_____ girls

_____ Total number of students

22. Some pupils have an excellent motivation towards school, some have an average motivation, and some have a poor motivation. Please indicate below the number of pupils in your class who are at each level of motivation.

_____ have an excellent motivation

_____ have a good motivation

_____ have an average motivation

_____ have a fair motivation

_____ have a poor motivation

_____ Total number of pupils

32. Because of the frequent "ability grouping" of pupils in school, some teachers teach pupils at predominantly one level. Was this class derived from some form of "ability grouping?"

_____ 1) No

_____ 2) Yes

If yes, which of the categories below best describes your class?

____ 1) high ability group

____ 2) average ability group

____ 3) low ability group

____ 4) retarded or other special group

34. How many of the pupils in your class do you feel will eventually drop-out of school before finishing high school? _____

36. How many of the pupils in your class do you feel will eventually go on to some form of higher educational institution after high school? _____

38. How many of the pupils in your class do you feel are not really interested in school? _____

40. How many of the pupils in your class would you classify as "problem" children? _____

42. How many of your present class are:

____ White?

____ Black?

____ Puerto Rican?

____ Other non-white?

____ Total number of pupils

50. How many of the pupils in your class come from homes where the major breadwinner is:

_____ upper white-collar (e.g., doctor, lawyer, other professional)?

_____ lower white-collar (e.g., salesman, clerk)?

_____ upper blue-collar (e.g., skilled or semi-skilled manual worker)?

_____ lower blue-collar (e.g., unskilled manual worker)?

_____ unemployed?

_____ Total

Instructions

We would like to ask you some further questions pertaining to your views about teaching, schools, and pupils. Please answer the following questions on these topics.

60. Many teachers like to learn as much about their students before school starts as possible, while others prefer to meet their students at the start of the school year without any prior knowledge. Which do you prefer?

____1) to learn about my students ahead of time.

____2) to meet my students at the start of the school year without any prior knowledge about them.

61. Many teachers have said that they can tell within a few weeks after school starts which students will not do very well, while others say it takes a much longer period of time. How many weeks would you say it takes you to tell this? _____ weeks to tell

63. How many weeks does it take to tell which are the very good students?

_____ weeks to tell the very good students

65. How many minutes would you estimate that it takes your class to "calm down" at the start of each new school day? (Do not include time hanging up coats, etc.)

_____ minutes to "calm down"

67. What percentage of the school day would you estimate the pupils in your class spend in each of the following types of activities. (Do not count the time spent getting ready to go home.)

_____ % of the time spent with all the children seated and quiet.

_____ % of the time spent with some children standing or moving about in individual or group activity.

_____ % of the time spent with all children standing or moving about.

100 % Total

73. Of all the time you spend in school, during an average day, what percentage would you say you spend: (The total should be 100%.)

_____ % of the time spent interacting with the pupils?

_____ % of the time spent in all other activities (e.g., hall monitoring, record keeping, etc.)?

100 % Total

(Card III)

11. Of all the time you spend interacting with the students, what percentage of the time would you estimate you spend:

_____ % interacting with the class as a whole?

_____ % interacting with the students in small groups?

_____ % interacting with the students individually?

100 % Total

17. Studies of children have suggested the following factors are important in determining academic achievement in school: inborn mental ability, a stimulating environment in early childhood, the socio-economic status of the parents, the child's personality, the child's motivation level, and parental interest. Please rank these factors in what you feel is their order of importance in determining academic achievement in school. Do this by placing a "1" in front of the most important, a "2" in front of the second most important, and so on through all six.

___ inborn mental ability

___ a stimulating environment

___ socio-economic status of parents

___ child's personality

___ child's level of motivation

___ parental interest

29. Some people feel that to get ahead both in school and in later life (e.g. earn good grades in school, get a good job, make lots of money), the most important requirement is the ability to get along with other people. Others feel that one need only be intelligent and creative. Which do you feel is more important if a person is to get ahead?

____1) ability to get along with other people

____2) intelligence and creativity

30. Which do you prefer in your students?

____ 1) I prefer that they have the ability to get along with others.

____ 2) I prefer that they are intelligent and creative.

31. Listed below is a set of educational objectives or goals for a school or a teacher. Please rank them in the order of what you feel their importance should be. Do so by placing a "1" before the most important one, a "2" before the next most important one, and so forth through all five of the goals or objectives.

____ Develop a student's desire to think, inquire, and understand.

____ Develop an understanding of good physical and mental health.

____ Develop a student's mastery of basic skills and knowledge.

____ Provide the opportunity for the development of different types of talents and abilities.

____ Develop a student's basis for making value judgments.

36. A teacher is often said to have authority over the pupils in the classroom. What do you feel is the basis of this authority?

____ 1) The teacher is an adult and the pupils are not.

____ 2) The administration and the school are behind the teacher.

____ 3) The teacher knows more than the pupils.

____ 4) The pupils like the teacher.

____ 5) Other (Please specify.) ____

_____

_____

_____

_____

_____

_____

37. What do you consider to be the three most important attitudes and the three most important behaviors that are necessary for a pupil to do well in your class?

Attitudes:

1. _____

_____

2. _____

_____

3. _____

_____

Behaviors:

1. _____

_____

2. _____

_____

3. _____

_____

43. When you are trying to get your pupils to develop desirable attitudes and behaviors, are you more likely to:

___1) give them examples of desirable attitudes and behaviors, and tell them why they should have them?

___2) give them examples of undesirable attitudes and behaviors, and tell them why they should not have them?

44. When your class moves from the classroom to another room in the building how does it proceed?

___1) in lines: boys and girls are separated

___2) in lines: boys and girls are mixed

___3) informally

45. Below please draw a sketch of the floor plan of your classroom as it is arranged the major portion of the day. Indicate student desks or tables, your desk, the way both are facing, doors, windows, and the front and back of the room.

48. Are the pupils assigned to their seats or do they choose where they will sit?

___1) They choose.

___2) They are assigned.

If the pupils are assigned, on what basis (or bases) is the assignment made? _____

_____

_____

50. Would you say that the parents of most of the pupils in your classroom are:

___1) very pleased with the job the school is doing for their child?

___2) somewhat pleased with the job the school is doing for their child?

___3) somewhat displeased with the job the school is doing for their child?

___4) very displeased with the job the school is doing for their child?

51. Which of the following do you feel it is the most important that a child learn in school?

___1) basic knowledge and skills?

___2) how to "get along" in the world?

52. Going to school is often a strange and sometimes difficult event in a child's life. Most children could be said to undergo a process of "adjustment" to the school and the classroom after they enter them for the first time and at the start of each new school year. How many of your class experienced the following levels of adjustment problems this year?

_____ pupils had serious adjustment problems

_____ pupils had moderate adjustment problems

_____ pupils had slight adjustment problems

_____ pupils had no adjustment problems

_____ Total number of pupils

60. Every teacher could be said to have certain things he or she wants the pupils to learn by the end of the school year. However, not all the pupils in any one class always learn these things. Generally speaking, what percentage of your students have learned about what you want them to learn by the end of the school year?

_____ % of my pupils have generally learned about what i want them to learn by the end of the school year. (If you are teaching for the first time this year, please indicate what percentage of the pupils will have learned what you want them to by the end of this school year.)

62. Regarding these things you want the pupils to learn, do you feel it is your job to:

___1) make sure that every pupil learns what you want him to learn?

___2) make sure that most of the pupils learn what you want them to learn?

___3) try to get the pupils to learn what you want them to learn, but not insist that all or most of them learn these things?

63. When one of your pupils does a really good job on one of his assignments, how are you most likely to reward him?

___1) Compliment him on his work in front of the class.

___2) Compliment him on his work in a private conversation.

___3) Compliment him on his work by writing something on the paper.

___4) 1 and 2 of the above.

___5) 1 and 3 of the above.

___6) 2 and 3 of the above.

___7) 1. 2 and 3 of the above.

64. What do you generally do about your pupils who have a tendency to talk too much when they are not supposed to? _____

_____

_____

_____

67. What do you generally do about your pupils who cause serious disturbances in your class? _____

_____

_____

_____

_____

_____

_____

_____

71. What are some of the most common problems you have with the pupils in your class?

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

76. Does this school have any introduction program for children entering school for the first time?

___1) No

___2) Yes

If yes, would you briefly describe it? _____
_____
_____
_____
_____
_____
_____
_____
_____

Instructions

The remainder of the questionnaire consists of questions concerning the background characteristics of school teachers. This information is needed to compare our sample to other samples of teachers which have been taken. Please answer the following questions.

(Card IV)

11. Are you:

___1) female

___2) male

12. When were you born? _____

14. What is your marital status?

___1) single
___2) married
___3) separated
___4) divorced
___5) widowed

15. How many living children do you have?

_____ living children

17. What is the highest academic level you have attained?

___1) high school degree
___2) bachelor's degree
___3) master's degree
___4) master's degree plus at least 30 hours of additional graduate work
___5) doctor's degree

18. What is the total number of years of full-time teaching experience you have had?

_____ years

20. How many years have you taught at this school where you are now?

_____ years

22. If you are a kindergarten teacher, have you ever taught the first grade?

___1) yes
___2) no

23. If you are a first grade teacher, have you ever taught kindergarten?

___1) yes
___2) no

24. What is your race or ethnic background?

___1) White?
___2) Black?
___3) Puerto Rican?
___4) Other non-white?

Appendix C

Teacher Interview Schedule
Classroom Learning Form

ACOCS Study

Teacher Interview Schedule

Teacher's Name _____ Grade Taught _____

School _____ School System _____

Interviewer _____

Place of Interview _____

Time Started _____

Time Completed _____

Interviewer will identify himself/herself with the following paragraphs:

Good (morning/afternoon/evening). My name is (interviewer's name), and I am a research assistant in the Graduate School of Education at the University of Pennsylvania. I am working on a research project examining some of the problems children face when they first start to school. As part of this project, we are obtaining some information about teaching and teachers. I would appreciate your assisting us in this study.

Your answers to the questions will be held in the strictest confidence, and will be seen only by the researchers working on the project. No individual person or school will be identified in any way in any presentation of the information collected in the study. I hope you will feel free to be as candid as possible.

Interviewer: Probe the respondent for as extensive and detailed information as possible for each question. Remember your training!

To-begin with, I am interested in your general orientation toward teaching.

1. Would you tell me how you came to choose teaching as a career?

2. A. What do you find most satisfying about teaching?

B. What do you find most dissatisfying about teaching?

3. Does being a teacher in (name of school) differ in any way from being a teacher in other schools in which you have taught?

_____ have taught at no other schools.

Ways it differs (or is similar, if the teacher indicates no difference).

- - - -

B1. What types of attitudes and values do you expect the students in your class to have acquired by the end of the school year?

B2. Approximately what percentage of your students would you say have not really acquired these attitudes and values to your satisfaction by the end of the school year? _____%. What do you feel are the reasons for this?

C1. What ways of behaving do you expect the students in your class to have acquired by the end of the school year?

C2. Approximately what percentage of your students would you say have not acquired these ways of behaving to your satisfaction by the end of the school year? _____%. What do you feel are the reasons for this?

5. What we appear to be talking about is the successful student. Could you briefly give me a general picture of what a successful student in your class is like?

Now I would like to talk with you about children starting school.

6. What types of things do you try to convey to your pupils during the first few days of school? (Interviewer: Try to get the teacher to describe the first few days of school, what she says, and what she does.)

7.A. Most children experience at least some degree of anxiety upon entering school. How did this anxiety show itself in your students this year?

.B. What sorts of things do you do to try to reduce this anxiety?

8. Thinking about these first few days and weeks of school, what changes do you note in the children during this time?

9. What changes do you note in your behavior toward the children during the first few weeks of school? (Interviewer: If teacher has problems understanding question, you may suggest that some teachers are very strict at first and then ease up. Ask her if this is true in her classroom. Find out why.)

10. Some children have trouble distinguishing between behavior which is appropriate in the home and behavior which is appropriate in the school. Have any of your students had this problem, what happened, what did you do about it? (Interviewer. If it has not happened, ask what would she do if this did occur in her class, how would she help the child to make the distinction?)

11. Some children see the teacher as another mother and treat her like their mother. What methods do you use to teach the child the difference between his mother and the teacher?

12. After the class has settled down, I assume that there are occasionally problems with the children. What things do the children do that are the most bothersome?

13. I am now going to read you a list of some common situations that may arise in your classroom. Would you please tell me how you would handle each of these situations?

    a) A student who does very poorly in class begins to play with a paper airplane while you are teaching a lesson.

    b) Several students are passing a picture to each other.

c) A student gives the right answer to a question, but you feel he really doesn't understand why the answer is correct.

d) A pupil with high ability does only average work in class.

e) A pupil regularly disrupts the class with jokes and clowning behavior.

f) One pupil is always bossing the other pupils around.

g) A pupil who often comes to school in inappropriate clothing.

h) A pupil who does good schoolwork, but continually says he doesn't like school.

i) A pupil who is oftentimes disrespectful to you.

14. If you could choose any type of children to teach, what type would you choose? (PROBE: SES, ability level, mixed, etc.)

15. Some teachers classify themselves as strict in discipline, others classify themselves as rather easy. How would you classify yourself in matters of discipline? (PROBE: for philosophy behind classification.)

16.A. There has been much talk in education circles in the last few years about the disadvantaged child. Do you feel that the disadvantaged student is permanently hindered from succeeding in school, or can he overcome his background?

16.B. What should the school do about these children?

17. Another issue much talked about is the idea of making learning more fun for the child and allowing him freedom to choose what he will learn and at what rate. How do you feel about this?

INTERVIEWER TO RESPONDENT: Thank you very much for your time and your thoughtful answers. We appreciate your cooperation. Now may I leave the following forms with you to be filled out and mailed to us.

CLASSROOM LEARNING FORM

Interviewer Instructions:

Ask how important each of the following is for: 1) children just entering the teacher's class at the start of the school year; and 2) for children leaving the teacher's class at the end of the school year. Use the following code: A = very important, B = fairly important, C = not very important, D = not important. (Note: Be sure the teacher understands the difference between the two points of time.)

How important is it that the pupils:	It is A, B, C, or D that the pupils .. ... when they first enter the class.	It is A, B, C, or D that the pupils .. ... when they leave the class.
11. cooperate with other children.	____	____
13. have good manners.	____	____
15. be happy.	____	____
17. do what the teacher tells them.	____	____
19. pay attention in class.	____	____
21. sit still at their desks.	____	____
23. raise their hand to speak.	____	____
25. do "neat" schoolwork.	____	____
27. follow the rules of the school.	____	____
29. be able to learn new things.	____	____
31. wait their turn for things.	____	____
33. not talk too much.	____	____
35. are pleasant and cheerful.	____	____
37. are not "rowdy."	____	____
39. work well alone.	____	____
41. work well in a group.	____	____
43. be curious and interested in learning new things.	____	____
45. have respect for their teacher.	____	____
47. be "little ladies and gentlemen."	____	____
49. appreciate knowledge.	____	____
51. work hard in school.	____	____

Interviewer Instructions:
Now ask which of these 21 things are the 5 most important and the 5 least important in each instance. (Note: Be sure and give the teacher the list of 21 things to refer to in selecting the most and least important.)

	enter class with	leave class with
55. The MOST important is number	____	____
57. The SECOND most important is number	____	____
59. The THIRD most important is number	____	____
61. The FOURTH most important is number	____	____
63. The FIFTH most important is number	____	____
65. The LEAST important is number	____	____
67. The SECOND least important is number	____	____
69. The THIRD least important is number	____	____
71. The FOURTH least important is number	____	____
73. The FIFTH least important is number	____	____

Interviewer Instructions:
Now tell the teacher that you would like to find out if there is anything she feels it is important that the children begin her class with and finish her class with that was not covered by items 11-51.

ENTER CLASS WITH	LEAVE CLASS WITH
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Interviewer Instructions:
Tell the teacher that you would now like to have her complete one (1) Pupil Evaluation Form for each student in her class. Inform her that we will compensate her for the time involved at the rate of $1.00 for each of the Pupil Evaluation Forms completed. Before leaving the appropriate number of forms with her, go through a sample one to be sure she understands what is called for in each question.

Appendix D

Pupil Evaluation Form

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

Graduate School of Education

Dear Teacher:

As an accompanying part of this interview we are asking you to complete one of these PUPIL EVALUATION FORMs for each of the pupils in your class. (If you have more than one class, e.g., a morning and an afternoon one, please complete the forms for the pupils in the largest class, and indicate next to the Grade Level blank at the top of the PUPIL EVALUATION FORM for which class you are completing the forms.)

We will compensate you for your time at a rate of $1.00 for each of the PUPIL EVALUATION FORMs you complete. For this we ask that you provide us with as detailed, complete, and accurate information as possible.

When you have completed these forms, please mail them to us in the accompanying self-addressed, stamped envelope. We will then mail a check to you. Please indicate below the amount of this check (based on the rate specified above) and to where you would like it mailed. If you have not received your check in two weeks from the date you return these forms to us, please phone _____ at _____ and let us know of this oversight.

Thank you for your assistance.

Sincerely,

Russell Thornton

RT:h

Enclosure

Russell Thornton
Coordinator
Sociology of Education

- -

Please mail my check to:

NAME _____

SCHOOL _____

GRADE LEVEL TAUGHT _____

HOME STREET ADDRESS _____

CITY OR TOWN _____

I am to be paid $ _____ for the completion of _____ PUPIL EVALUATION FORMs.

PUPIL EVALUATION FORM

Pupil Name _____ Teacher Name _____

Pupil Address _____ School _____

City or Town _____ Grade Taught _____

Instructions:

Listed below are factors related to pupil behavior in the classroom. Please rate this pupil on each of these, both in terms of 1) how he or she was at the start of the school year and 2) how he or she is now, by placing an "X" in the appropriate box. Please use the following response categories:

1 = almost always
2 = usually
3 = sometimes
4 = seldom or never

	At the beginning of the year this pupil was:				This pupil is now:			
	almost always	usually	sometimes	seldom or never	almost always	usually	sometimes	seldom or never
	1	2	3	4	1	2	3	4
11. cooperative with other children. (Card I)	☐	☐	☐	☐	☐	☐	☐	☐
13. well-mannered.	☐	☐	☐	☐	☐	☐	☐	☐
15. happy.	☐	☐	☐	☐	☐	☐	☐	☐
17. willing to do what he is asked.	☐	☐	☐	☐	☐	☐	☐	☐
19. able to pay attention in class.	☐	☐	☐	☐	☐	☐	☐	☐
21. able to sit still at his desk.	☐	☐	☐	☐	☐	☐	☐	☐
23. willing to raise his hand to speak.	☐	☐	☐	☐	☐	☐	☐	☐
25. doing neat schoolwork.	☐	☐	☐	☐	☐	☐	☐	☐
27. willing to follow school rules.	☐	☐	☐	☐	☐	☐	☐	☐
29. able to learn new things.	☐	☐	☐	☐	☐	☐	☐	☐
31. willing to wait his turn for things.	☐	☐	☐	☐	☐	☐	☐	☐
33. too talkative.	☐	☐	☐	☐	☐	☐	☐	☐
35. pleasant and cheerful.	☐	☐	☐	☐	☐	☐	☐	☐
37. rowdy.	☐	☐	☐	☐	☐	☐	☐	☐
39. able to work well alone.	☐	☐	☐	☐	☐	☐	☐	☐
41. able to work well in a group.	☐	☐	☐	☐	☐	☐	☐	☐
43. curious and interested in learning.	☐	☐	☐	☐	☐	☐	☐	☐
45. respectful of his teacher.	☐	☐	☐	☐	☐	☐	☐	☐
47. acting like a lady or gentleman.	☐	☐	☐	☐	☐	☐	☐	☐
49. appreciative of knowledge.	☐	☐	☐	☐	☐	☐	☐	☐
51. a hard worker in school.	☐	☐	☐	☐	☐	☐	☐	☐

Instructions:

We would now like to find out something about this pupil's personality. Please rate this pupil on each of the traits listed below, both in terms of 1) how he now compares with the rest of the class and 2) in terms of changes since the start of the school year.

Please use the following responses:

A = above average
B = average
C = below average

D = increased
E = stayed the same
F = decreased

	This pupil is ___ compared with the rest of the class in terms of:	This pupil has ___ since the start of the school year in terms of:
53. shyness	☐	☐
55. ability to get along with others	☐	☐
57. talkativeness	☐	☐
59. ability to pay attention	☐	☐
61. independence	☐	☐
63. acceptance of authority	☐	☐
65. level of activity	☐	☐
67. cheerfulness	☐	☐
69. acceptance of responsibility	☐	☐
71. ability to be a leader in a group	☐	☐

Instructions:

Even though many pupils are not really "problem children" in a general or permanent sense, most do have some problems, small or large, from time to time in school. Now we would like to examine in considerable detail some of the problems this particular pupil may be having in school. Please answer the following items pertaining to these problems.

11. What would you say this pupil's academic problems are, e.g., skills, subjects or tasks in which he is not particularly proficient or in which some improvement is needed?

1. _____
2. _____
3. _____

12. What would you say this pupil's social problems are, e.g., areas such as getting along with other children, minding, etc. in which you feel improvement is needed?

1. _____
2. _____
3. _____

17. Does this pupil have any emotional problems of which you are aware?

_____ 1) No

_____ 2) Yes

If yes, please list and explain.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

20. Do you feel that this pupil has any trouble in understanding what is required of him in school?

_____ 1) No

_____ 2) Yes

If yes, please explain.

_____
_____
_____
_____

22. In general, does this pupil:

_____ 1) work well without any need of praise or encouragement?

_____ 2) need a moderate amount of praise or encouragement to work well?

_____ 3) need a great deal of praise or encouragement to work well?

23. How important would you say it is to this pupil that he make friends with the other pupils?

_____ 1) very important

_____ 2) somewhat important

_____ 3) not important

24. How well does this pupil get along with the other pupils in the class?

_____ 1) He gets along well with all the pupils.

_____ 2) He gets along well with most of the pupils.

_____ 3) He gets along well with some of the pupils.

_____ 4) He gets along well with only one or two of the pupils.

_____ 5) He does not get along well with any of the pupils.

25. What would you say this pupil's ability level is?

_____ 1) considerably above average

_____ 2) somewhat above average

_____ 3) about average

_____ 4) somewhat below average

_____ 5) considerably below average

26. How important would you say it is to this pupil that he do well in school?

_____ 1) very important

_____ 2) somewhat important

_____ 3) not important

27. What kind of educational future would you predict this pupil will have?

_____ 1) drop out of school before high school graduation.

_____ 2) finish high school.

_____ 3) finish high school and go on to some form of higher educational institution.

28. Which of the four categories listed below best describes how well this pupil fits your ideal of what a pupil in your class should be like?

_____ 1) This pupil fits exactly my ideal of a pupil.

_____ 2) This pupil fits to a large extent my ideal of a pupil.

_____ 3) This pupil fits to a certain extent my ideal of a pupil.

_____ 4) This pupil does not fit my ideal of a pupil.

Instructions:

Entry to school is often a strange and sometimes difficult event in a child's life. All children could be said to undergo a process of "adjustment" to school in which they must learn certain things, "unlearn" others, and change in various ways. We would like for you to now turn your attention to this pupil's "adjustment" to school during the past few months. Please answer the following questions pertaining to this pupil's adjustment to school.

29. In general, how well has this pupil adjusted to the requirements of your class?

_____ 1) very well

_____ 2) fairly well

_____ 3) not very well

30. What "adjustment problems do you feel this pupil has had during the first few months of this school year?

1. _____
2. _____
3. _____
4. _____
5. _____

35. Please list below the specific changes, if any, you have noticed in this pupil since the start of the school year.

1. _____
2. _____
3. _____
4. _____
5. _____

40. If this pupil could change further, in what ways would you like to see him change?

1. _____
2. _____
3. _____
4. _____
5. _____

45. If there is anything else you feel we should know about this pupil and how he is adjusting to school, please use this space to tell us.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix E

Parent Interview Schedule

ACOCS Study

Parent Interview Schedule

Parent's Name_____ Child's Name_____

Address_____ City or town_____

Interviewer_____

Place of Interview_____

Time Started_____

Time Completed_____

Interviewer will identify himself/herself with the following paragraphs:

Good (morning/afternoon/evening). My name is (interviewer's name), and I am a research assistant in the Graduate School of Education at the University of Pennsylvania. I am working on a research project examining some of the problems children face when they first start school. As part of this project, we are obtaining some information about children who entered either kindergarten or first grade this year. I believe your son/daughter (child's name) entered kindergarten/first grade this year. May I ask you some questions about this?

Your answers to the questions will be held in the strictest confidence, and will be seen only by the researcher working on the project. No individual person or school will be identified in any way in any presentation of the information collected in the study. I hope you will feel free to be as candid as possible.

Interviewer: Probe the respondent for as extensive and detailed information as possible for each question. Remember your training!

1. Please recall for me the day (name) entered school for the first time this year? Was this a kindergarten or a first grade class?

_____ kindergarten

_____ first grade

2. Did (name) attend any kind of preschool group, a nursery, day care center, or a Sunday School?

_____ No

_____ Yes

	If yes, what kinds?	Age started?	No. of months attended	Number of days each week attended?
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____

3. How did you and/or your husband prepare (name) for his/her first day of school this year. Try to recall what you did or said. (PROBE: Did they visit the school, talk about it, etc.)

4.A. Many children feel at least a little afraid about going to school for the first time. How afraid was (name)?

B. What was he/she most afraid of?

5. Were you worried about (name) going to school for the first time?

_____ Yes

_____ No

Why or why not?

6. Please describe for me what (name's) first day of school this year was like. (Ask How did he act? How did he feel? Did he look forward to the second day of school?)

7. Did (name) have any particular problems in the first few weeks of school?

_____ No

_____ Yes

If yes, what were they? How was each one handled?

	Problem	Resolution
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

8. What problems does (name) have in school now? How are they being handled?

	Problem	Resolution
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

9. In general, how much would you say (name) likes school?

10. What are the things (name) likes best about school?

11. What are the things about school that (name) dislikes?

12. How does (name) feel about his/her teacher, i.e. does he/she feel comfortable with the teacher, does he/she feel frightened?

13. Since (name) started school have you noticed any changes in his/her behavior or attitudes? (PROBE)

14. I am going to read you a list of characteristics and I would like for you to tell me whether (name) (1) is more (active) than his friends, less (active) than his friends, or about the same as his friends, and (2) whether (name) has changed since he/she started school this year.

	Compared to Friends			Compared to Self		
	More	Less	Same	More	Less	Same
Shy						
Talkative						
Independent						
Outgoing						
Active						
Cheerful						
A Leader						
Obedient						

15. How good a student do you want (name) to be in school?

16. Which would bother you the most: if the teacher called you and told you that (name) had (1) refused to do what she had asked him/her to do in class, or that (2) (name) was doing very poorly in his/her school work?

_____ 1

_____ 2

Why?

17. What are (name's) major problems in school in respect to his school work?

18. Does (name) have any problems getting along with the other children in the class, or with the teacher?

19. A. How does (name) act when he/she has done something especially well in school?

B. What do you do?

20. A. How does (name) act when he/she has done something poorly in school?

B. What do you do?

21. A. Does (name) ever bring papers or drawings home from school?

_____ No

_____ Yes

If yes,

B. What does he do with them?

C. What do you do?

22. How often does (name) come from school and tell you about what he/she does in school?

23. How often do you or your husband ask (name) about what happened in school?

24. Do you or your husband help (name) with work he/she brings home from school?

_____ No

_____ Yes

If yes,

A. Who usually helps?

B. How often?

25. In general, how satisfied are you and your husband with the job the school is doing for (name)? (Probe for reasons and parent expectations.)

26. What things should the school be doing that they are not now doing?

27. Are there any things that the school is doing that they should not do?

28. Does (name) ever sing songs, play games, or ask you to read him/her stories he/she has learned in school?

    Examples?

29. A. What does (name) like to do when he/she plays?

    B. Does he/she generally play alone or with other children?

    C. Does he/she like to play outside or in the house?

30. A. How many children are there in the neighborhood that (name) plays with?

_____ children

B. How many are?

	Boys	Girls
Older		
Same Age		
Younger		

31. A. Has (name) begun to play with any new children since he/she started school?

_____ No

_____ Yes

B. How many?

C. Did he/she meet them in school?

D. How far away do they live?

32. When (name) is playing with his/her friends does he/she usually make the decision as to what they will do or does he/she go along with what the other children want?

33. A. It is hard for some children to make friends and easy for other children. How hard is it for (name) to make friends?

B. How long does it take him to get acquainted?

34. A. When (name) is in an unfamiliar situation, for example when he/she is with people he/she doesn't know, how does he/she act?

B. How long does it take him to get acquainted?

35. At what age did (name) first:

(a) Dress self completely _____
(b) Play away from home _____
(c) Run errands _____

36. A. Do you tend to encourage (name) to be independent; that is, to do things on his own?

B. In what ways?

37. When (name) is working on a job or a project and he/she runs into trouble, what does he/she usually do?

38. How many children are in your family? Please indicate all children, whether they live at home or not.

Name	Age	Sex	Grade in School	Live at home

39. What was the highest grade you completed in school? _____

40. What was the highest grade your husband completed? _____

41. What is the highest grade you would like (name) to complete? _____

42. Are any members of your family teachers (include aunts, uncles, grandparents, etc.)?

43. A. Who is the major breadwinner in your household?

B. What does the major breadwinner in the household do for a living?

C. Do you (the wife) have a job?

_____ No

_____ Yes

If yes, what is it?

44. Is any language besides English spoken in your house?

45 Where do the children usually do the work they bring home from school? (PROBE: How private is the room, how noisy, etc.)

46. Do you have _____ in your home?

_____ books that you or your husband read
_____ books that your children can read
_____ a dictionary
_____ a set of encyclopedias
_____ magazines

If yes to magazines: what kind?

47. How often have you or your husband been to school since it started this September?

_____

Why?

48. A. How does (name) get to school in the morning?

B. How long does it take him/her?

On this card (INTERVIEWER HAND CARD TO RESPONDENT) is a list of income levels, would you please tell me the letter of the category into which your total family income fell for last year (before taxes).

Income Levels:

_____ (a) Under $3,000
_____ (b) $3,000 to $4,999
_____ (c) $5,000 to $6,999
_____ (d) $7,000 to $9,999
_____ (e) $10,000 to $14,999
_____ (f) $15,000 to $19,999
_____ (g) $20,000 to $24,999
_____ (h) $25,000 or over

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR ASSISTANCE.

Appendix F

Pupil Interview Schedule

Place of Interview _____ Time Started _____

Time Completed _____

ACOCS STUDY
PUPIL INTERVIEW SCHEDULE

Name of Pupil _____ Sex _____

Grade ____ School _____

Age ____ Teacher _____

Race ____ Interviewer Name _____

Interviewer: I AM GOING TO SHOW YOU SOME PICTURES THAT MAKE UP STORIES ABOUT THINGS THAT HAVE PROBABLY HAPPENED TO YOU. CAN WE PRETEND THAT YOU ARE THE LITTLE BOY/GIRL IN THE STORY AND WILL YOU TELL ME HOW EACH STORY ENDS? OKAY?

STORY I: IN THE FIRST STORY: (Hold up cartoon #1.)

You are going to school.

You get to school.

You go inside your classroom.

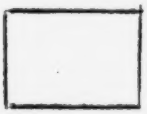
How do you look?

2. Why do you look this way?

3. What do you like best about school?

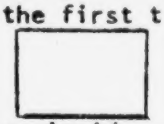
4. What don't you like about school?

STORY II: TRY TO REMEMBER WHAT IT WAS LIKE WHEN YOU WENT TO SCHOOL FOR THE FIRST TIME. HERE ARE SOME PICTURES ABOUT GOING TO SCHOOL FOR THE FIRST TIME. (Hold up cartoon #2.)

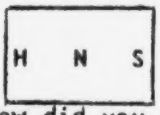


Here you are leaving home to go to school for the first time.

You get to school.



You go inside.



How did you look?

6. Why did you feel this way when you went to school for the first time?

7. Who went to school with you the first time?

8. Can you remember what you did the first day?

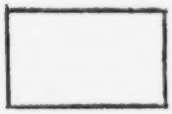
9. Did you like school?

____ Yes

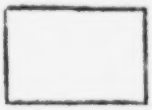
____ No

Why?

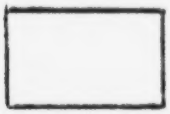
STORY III. WHEN YOU GO TO SCHOOL YOU HAVE TO LEAVE YOUR MOTHER AT HOME. IN THESE PICTURES: (Hold up cartoon #3.)



You are going to school.



Your mother is waving goodbye at the door.

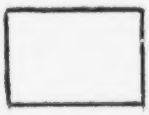


You must go to school alone.

How do you look?

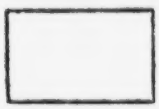
11. Why do you look this way?

STORY IV: WHILE YOU ARE IN SCHOOL, YOUR TEACHER WATCHES WHAT THE CHILDREN DO. IN THESE PICTURES: (Hold up cartoon #4.)

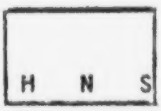


You are working in school.

The teacher comes over to watch you.



She looks at your work.



How does her face look?

13. Why does her face look this way?

14. What does she do if the work you have done is good?

15. What does she do if the work you have done is bad?

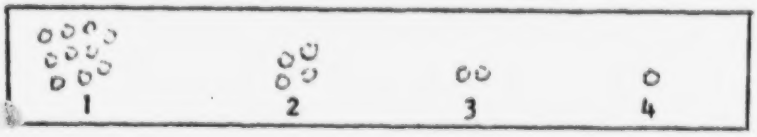
16. Do you like this teacher?

____ Like

____ Dislike

Why?

STORY V: THIS PICTURE IS ABOUT YOUR CLASSROOM AND THE OTHER BOYS AND GIRLS IN IT. (Hold up cartoon #5.)



Some boys and girls like to be in big groups of children, some boys and girls like to be in a small group, some boys and girls like to be with one friend, and some boys and girls like to be by themselves. Will you point to the kind of group you like to be in?

18. What kind of group are you usually in _____.

19. Why are you usually in this group?

20. Do you like the rest of the boys and girls in your class?

____ Yes

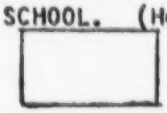
____ No

Why?

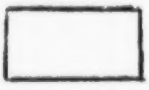
21. Do you have any good friends in your class?

22. Do you play with these friends outside of school?

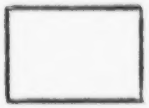
STORY VI: THESE ARE PICTURES THAT SHOW WHAT HAPPENS WHEN YOU GO HOME AFTER SCHOOL. (Hold up cartoon #6.)



You are going home from school.



You get home and go into the house.



You see your mother.

What does your face look like?

24. What do you tell your mother about what you do in school?

25. What does your mother do when you bring home something you did in school?

26. Does you mother ever talk to you about what you ought to do in school?

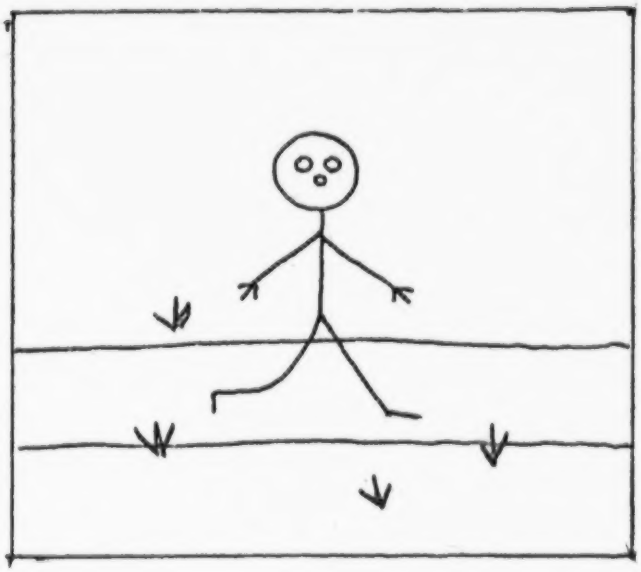
____ No

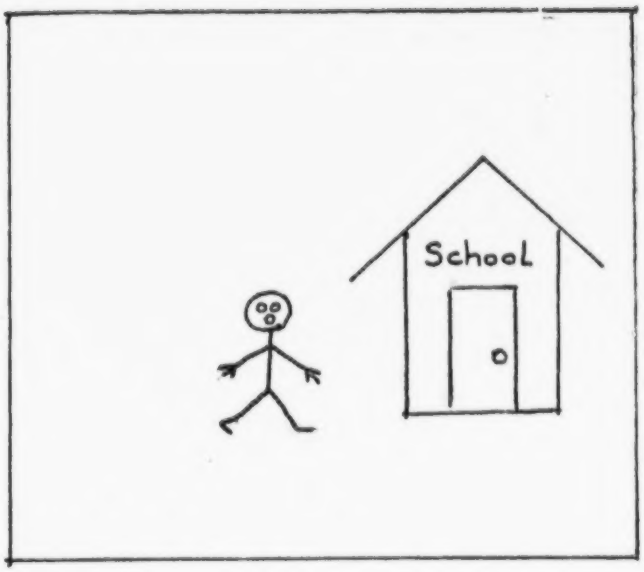
____ Yes

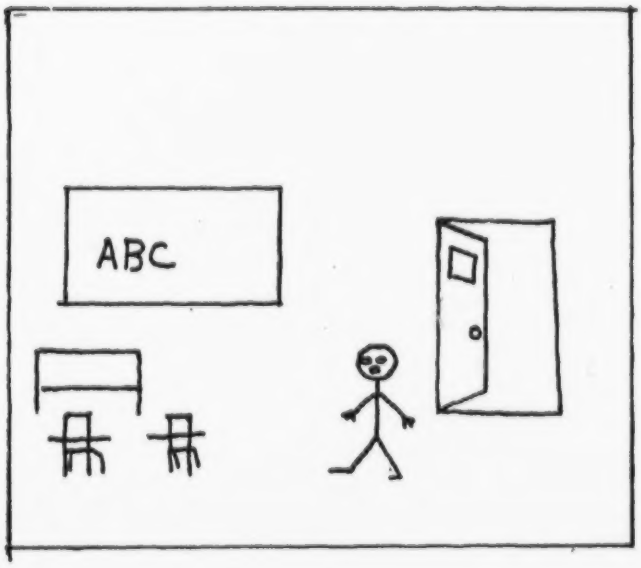
What does she say?

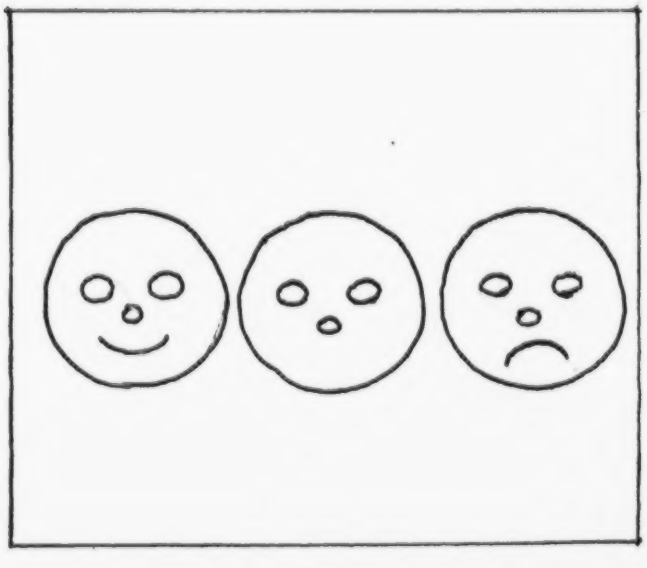
THANK YOU. YOU WERE A VERY GOOD STORYTELLER. I HOPE YOU HAD SOME FUN WITH YOUR GAME. AND NOW YOU MAY GO BACK TO YOUR ROOM.

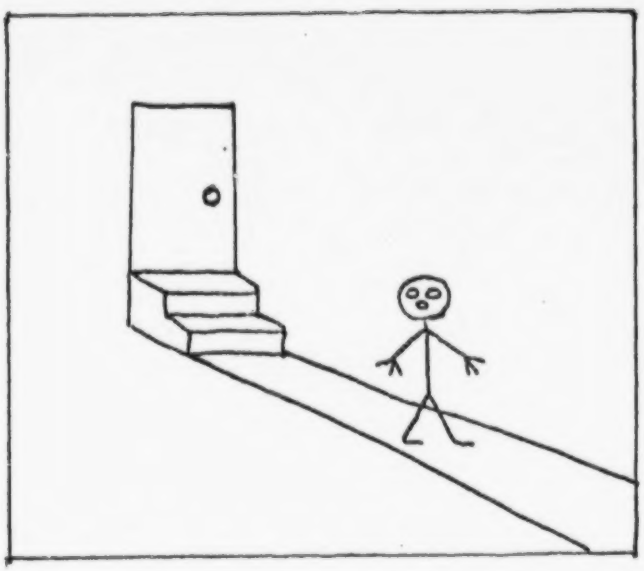
I

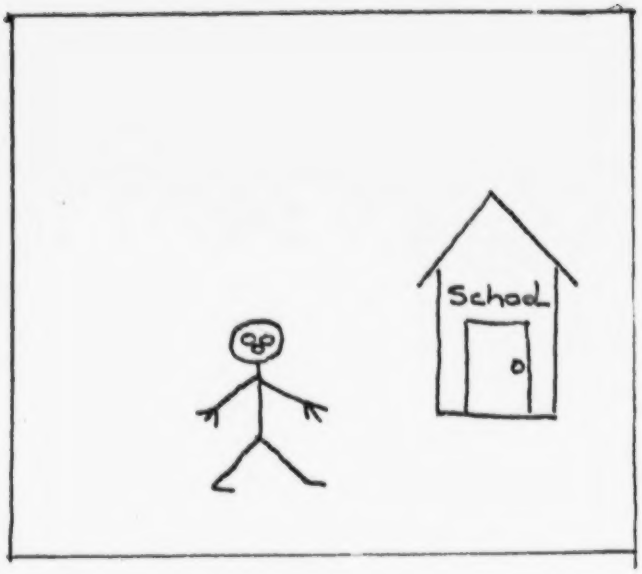


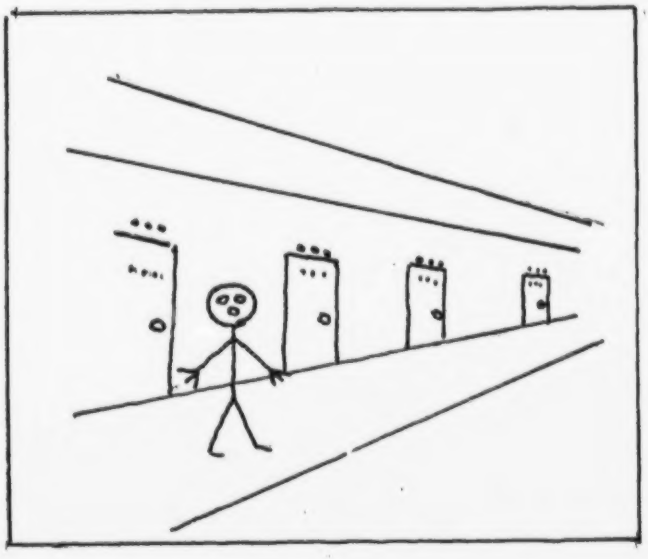


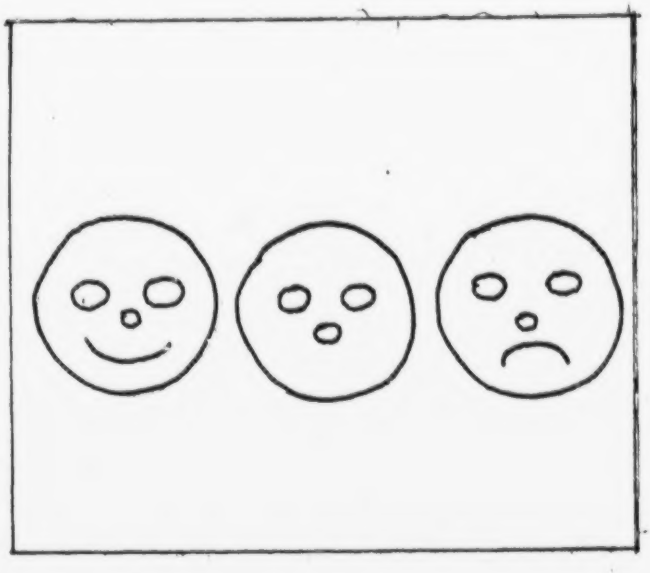


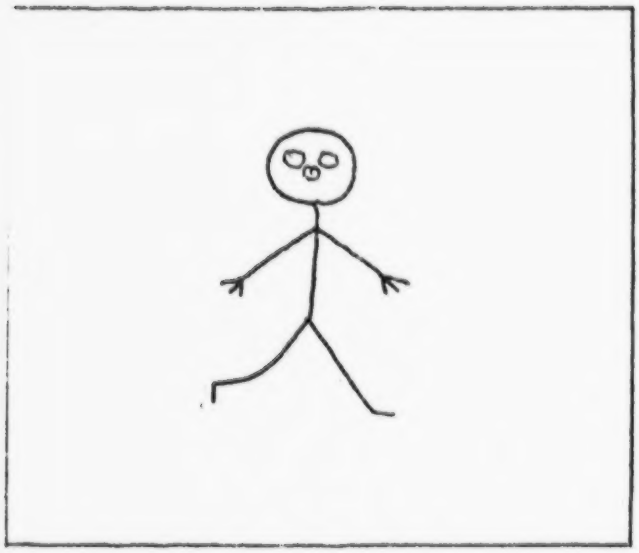


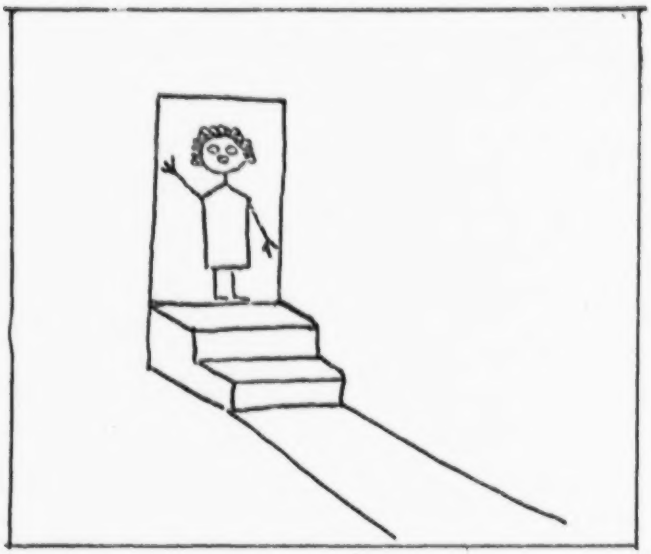


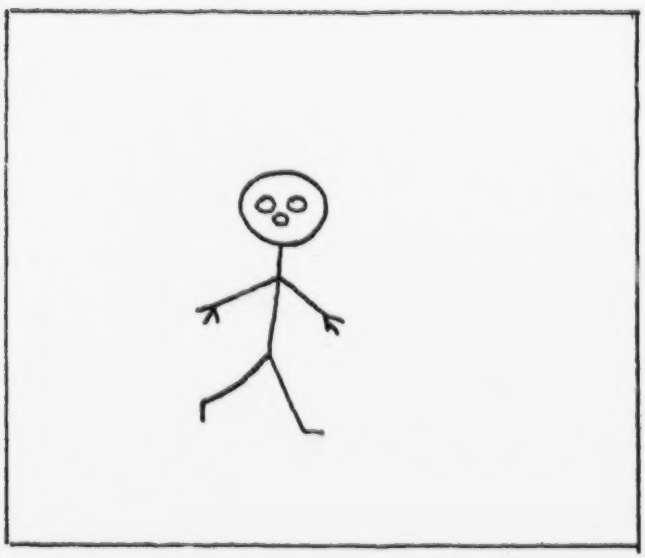

School

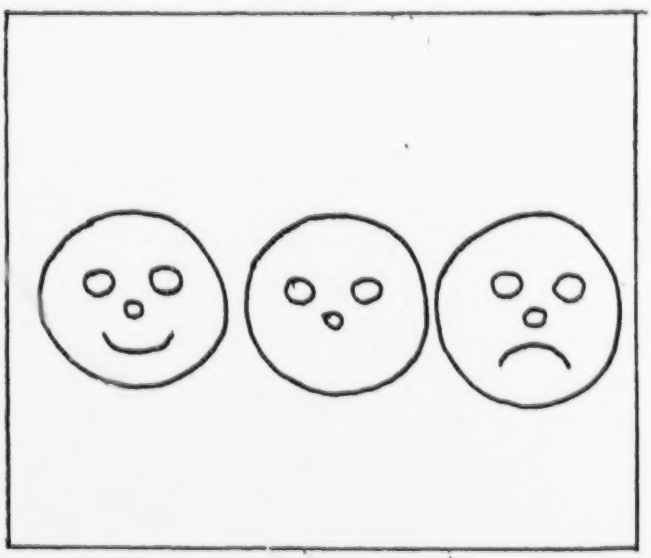




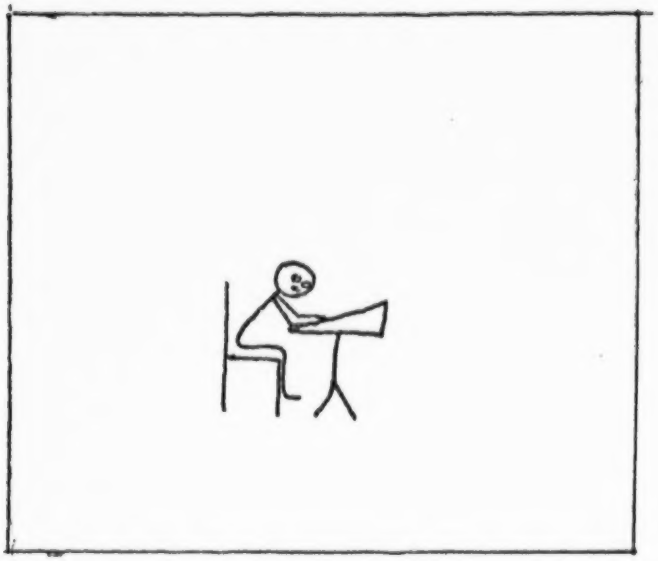


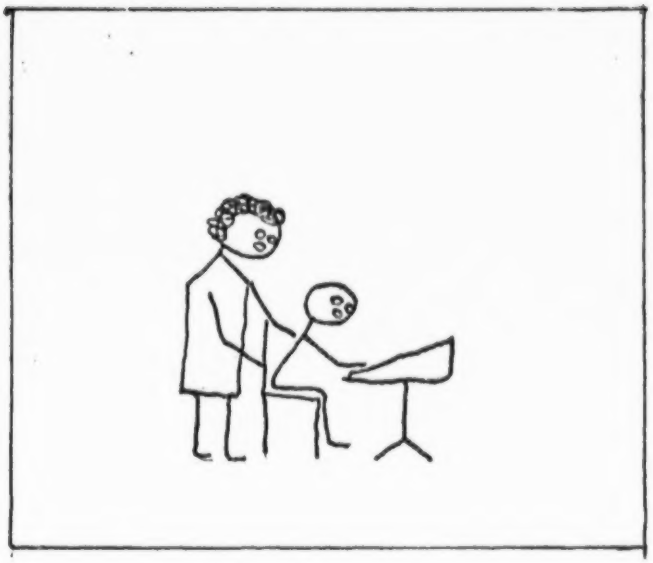


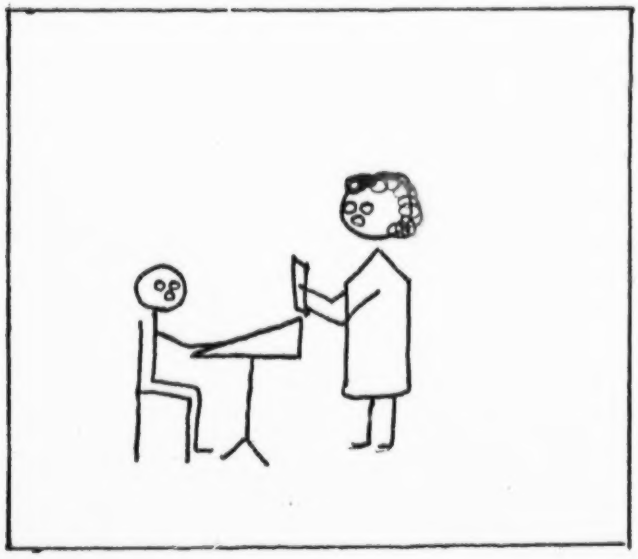


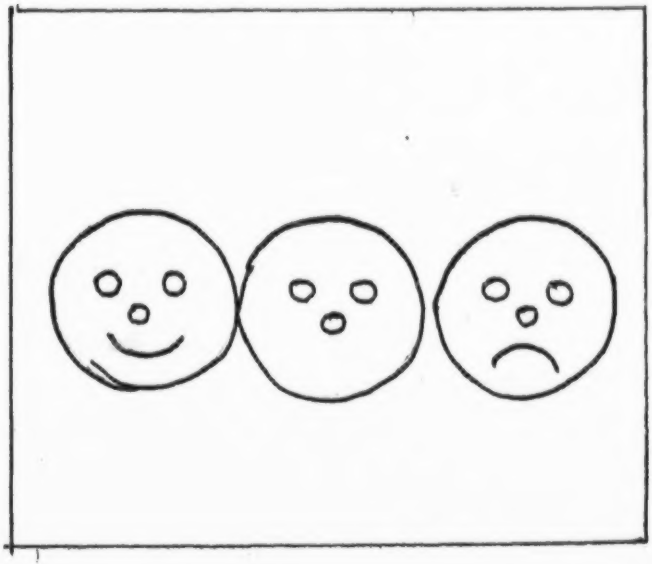


IV









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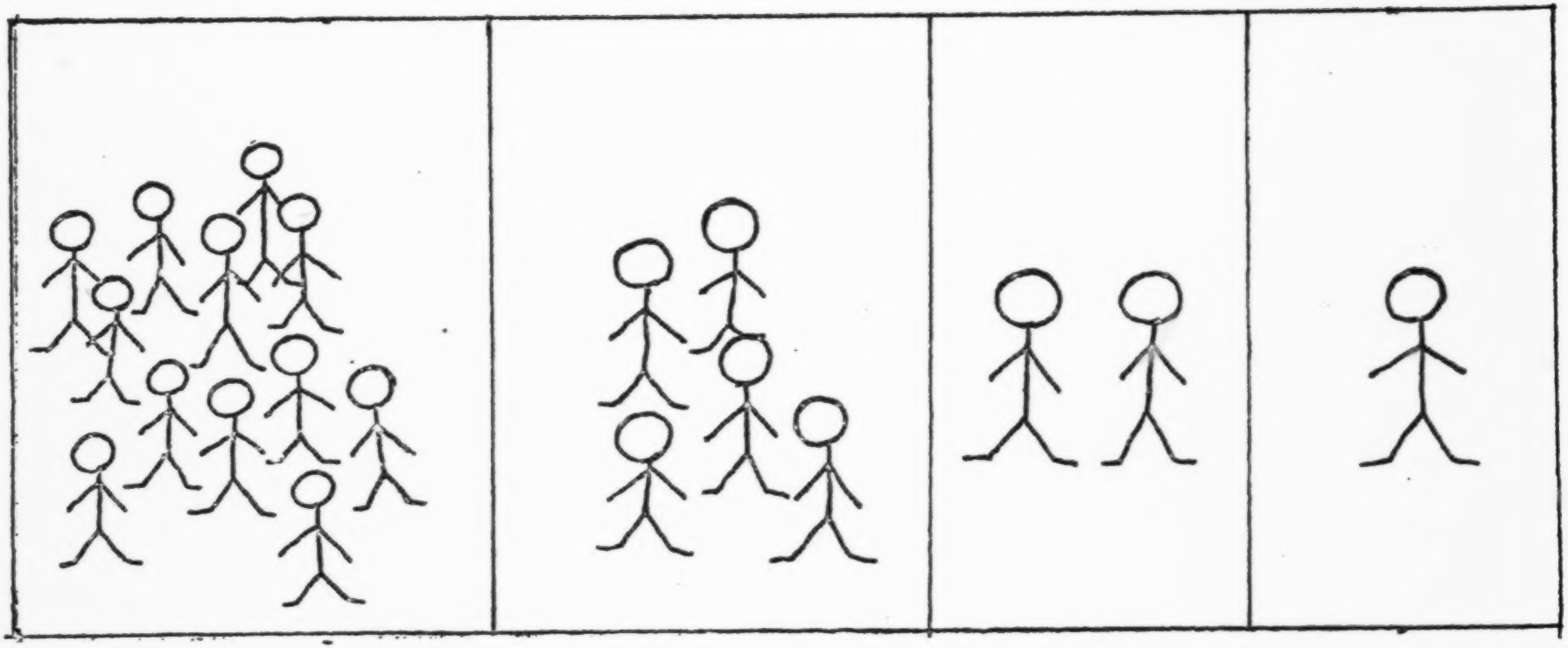

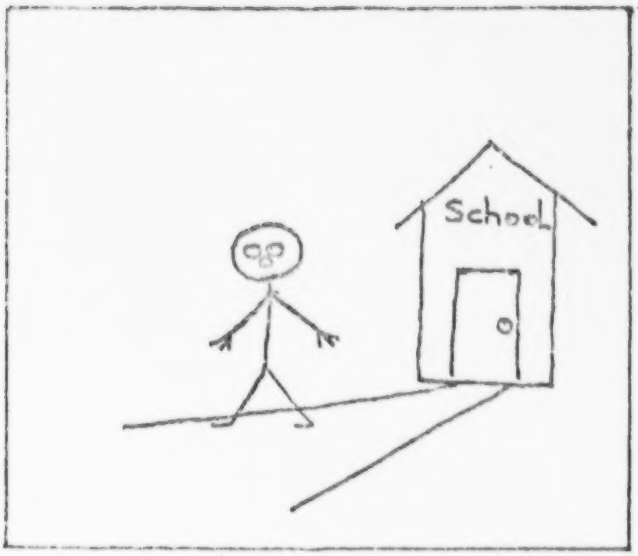
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